DOCUMENT RESUME

ED 419 931 CE 076 551

| | |
|---|---|
| AUTHOR | Boyer-Stephens, Arden; Day, Billie; Hall, Clarisse; Houx, Ted |
| TITLE | Vocational Resource Educator Handbook. Revised. |
| INSTITUTION | Missouri Univ., Columbia. Instructional Materials Lab. |
| SPONS AGENCY | Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education. |
| PUB DATE | 1997-07-00 |
| NOTE | 130p. |
| AVAILABLE FROM | Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202; toll-free phone: 800-669-2465; http://iml.coe.missouri.edu (order no. 95-0004-I: $34.40). |
| PUB TYPE | Guides - Classroom - Teacher (052) |
| EDRS PRICE | EDRS Price MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | Disabilities; *Individualized Education Programs; Postsecondary Education; *Resource Teachers; Secondary Education; Teacher Role; Teaching Guides; Vocational Education; *Vocational Education Teachers |
| IDENTIFIERS | Missouri |

ABSTRACT

Vocational Resource Educators (VREs) assist students with disabilities, place them in vocational programs in which they can successfully meet competencies, and create bridges across deficit areas to provide training programs so that students can gain competitive employment. VREs also participate as members of Individualized Education Program (IEP) teams to identify training resources for students with disabilities. This handbook is a compilation of strategies, activities, resources, and plans to improve the ability of VREs to provide the best services available to persons with disabilities. The handbook is divided into five chapters. The first chapter discusses the VRE's role in assessing students with disabilities; the second chapter covers the types of support services the VRE provides students, vocational instructors, support staff and personnel, and administrators; and the third chapter discusses the VRE's involvement in the Individualized Education Program. The duties that a VRE might perform in the role of advocate for students with disabilities are outlined in chapter 4. Chapter 5 contains resources for the information contained in the first four chapters as well as a list of suggested texts and state and national agencies that also provide resources to VREs. (KC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED 419 931

95-0004-I

# Vocational Resource Educator Handbook

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2A

Instructional Materials Laboratory
University of Missouri-Columbia

CE 076 551

# Vocational Resource Educator Handbook

**Revised July 1997**

Available from:

**Instructional Materials Laboratory**
University of Missouri-Columbia
8 London Hall
Columbia MO 65211
800/669-2465 or 573/882-2883
http://iml.coe.missouri.edu

Development of this product was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, information or opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred.

# Acknowledgments


## Advisory Committee

*Al Babich*, Northland Career Center
*Arden Boyer-Stephens*, Columbia Career Center
*Billie Day*, Four Rivers AVTS
*Debbie Estey*, Rolla Technical Institute
*Cindy Grizzell*, Waynesville Technical Academy
*Clarisse Hall*, Nevada Regional Technical Center
*Ted Houx*, Lake AVTS
*Lois Nordyke*, Hannibal AVTS
*Shelby Tracy*, Gibson Technical Center
*Janice Vansickle*, Macon AVTS

## Writers

*Arden Boyer-Stephens*, Columbia Career Center
*Billie Day*, Four Rivers AVTS
*Clarisse Hall*, Nevada Regional Technical Center
*Ted Houx*, Lake AVTS

## Editor

*Julie Gibbs*, Editor, Instructional Materials Laboratory

## Vocational Special Needs Staff
## Department of Elementary and Secondary Education

*Dick Omer*, Director
*Stacy Jurgensmeyer*, Secretary

## Instructional Materials Laboratory Staff
## University of Missouri-Columbia

*Phyllis Miller*, Interim Director
*Dan Stapleton*, Assistant Director
*Cheryl Unterschutz*, Graphic Designer
*Angela Hull*, Student Assistant
*Chris Rosskopf*, Student Assistant
*Jan Trimble*, Word Processor
*Rhonda Woody*, Press I

# Table of Contents


**Introduction** ..... v

The Role of the VRE ..... vii

The History of the Missouri VRE Model ..... viii

**Assessment** ..... 1

Overview ..... 1

Vocational Assessment ..... 1

Assessment Process ..... 2

*Level I* ..... 2

*Level II* ..... 2

*Level III* ..... 2

Assessing Learning Styles ..... 4

The Role of the VRE in Assessment ..... 4

Implementation of Assessment Results ..... 5

**Support Services** ..... 7

Overview ..... 7

VRE Support Service to Individual Students ..... 7

*Informing Students of VRE Services* ..... 7

*Notifying Students with Disabilities and their Parents about Vocational Training Options* ..... 8

Other VRE Support Services ..... 8

*Providing Support Services to Other Support Staff and Personnel* ..... 8

*Curriculum Modification* ..... 9

*Classroom and Equipment Modifications* ..... 11

*Career Guidance* ..... 12

*Counseling* ..... 13

*Financial Services* ..... 15

*Advocating for the Student* ..... 15

*Mentoring* ..... 15

*Monitoring Progress of Students* ..... 16

*Parent Involvement* ..... 16

Vocational Instructor Support ..... 18
*Overview* ..... *18*
*Become Familiar with the Program* ..... *18*
*Identify Student Needs* ..... *18*
*Material Modifications* ..... *19*
*Instructional Strategies* ..... *20*
*Curriculum Modifications* ..... *23*
*Classroom and Equipment Modifications* ..... *24*
*Teaching Methods* ..... *25*
*Classroom Management* ..... *25*
*In-class Instructional Assistance* ..... *26*
*Inservices and Workshops* ..... *26*
*Needs Assessment* ..... *28*
*Conduct Inservices and Workshops* ..... *28*
Administrator and Other School Personnel Support ..... 29
*Building Rapport with Administrators* ..... *30*
*Specific Activities for Increasing Communication* ..... *30*
*Vocational Education Administrators* ..... *30*
*Counselors and Placement Personnel in the Area Vocational Technical School* ..... *31*
*Attitudinal Barriers* ..... *32*
Conclusion ..... 33

**Individualized Education Program ..... 35**
Overview ..... 35
The Individualized Education Program ..... 35
Members of the IEP Team ..... 36
Develop the Vocational Component of the IEP ..... 38
The Vocational Instructional Management System (VIMS) and Its Affect on the IEP Process ..... 39
The VRE's Role in Implementing the IEP ..... 39
Methods of Evaluating Students with Disabilities ..... 40
Information the VRE Needs for the IEP Review ..... 42
Questions the VRE Should Be Prepared to Answer at the IEP Review ..... 42
The VRE Role in Implementing Section 504 ..... 43

Roles of Other Vocational Special Needs Personnel during the IEP Process ..... 43
Conclusion ..... 44

**Other Duties ..... 45**

Overview ..... 45
Provide Additional Support and Supervision ..... 45
Assist in Job Career Placement ..... 45
Promote Student Organizations ..... 46
*Vocational Industrial Clubs of America (VICA)* ..... *46*
*DECA: An Association of Marketing Students* ..... *46*
*Future Business Leaders of America (FBLA)* ..... *46*
*The National FFA Organization* ..... *47*
*Future Homemakers of America/Home Economic Related Occupations (FHA/HERO)* ..... *47*
Participate in Public Relation Activities ..... 47
Evaluate VRE Services ..... 48
*Formative and Cummulative Evaluation* ..... *48*
*Evaluating VRE Activities* ..... *49*
*Surveys* ..... *50*
*Vocational Education Data System* ..... *50*
Conclusion ..... 50

**Resources ..... 51**

Suggested Texts ..... 51
State Resources ..... 52
National Resources ..... 53
Sample Informal Assessment Instruments: Student Interview ..... 57
Sample Informal Vocational Assessment Summary ..... 59
Sample Observational Checklist ..... 61
CITE Learning Styles Instrument ..... 64
Sample Letter to Parents Regarding Services ..... 69
Sample Letter to Parents ..... 70

Sample Conference/Counseling Record ..... 71
Sample Progress Reports ..... 72
Sample IEP Summary for Vocational Students ..... 77
Sample Summary of IEP Information ..... 78
Sample Information Sheet ..... 79
Sample Weekly Assignment Form ..... 80
Instructional Strategies Samples ..... 81
Sample Behavior Contracts ..... 93
Sample Inservice Needs Assessment ..... 96
Sample Checklist of Activities for Steps in the Needs Assessment Process ..... 97
Sample Evaluation Forms for Inservice ..... 98
Sample Checklist for IEP Planning ..... 101
Sample Competency Profile ..... 104
Sample Peer Evaluation Weekly Report ..... 105
Sample Affective Performance Objective Format ..... 106
Sample Point System for Determining Grades ..... 107
Sample Averaging System for Determining Grades ..... 108
Sample Survey Form for Administrators ..... 109
Sample Survey Form for Special Education Instructor ..... 110
Sample Survey Form for Vocational Teacher ..... 112
Activities of Vocatioinal Resource Educator in Delivery of Vocational Programming of Students with Disabilities ..... 113
Quarterly Activities ..... 114

# Introduction

The majority of students with disabilities directed to vocational education are of average intelligence, aptitude and ability. Many careers are available to these students when their interests, aptitude and abilities are carefully matched to occupations. The Vocational Resource Educator (VRE) is at the center of the process that assesses students with disabilities, places them in a vocational program where they can successfully meet competencies and creates bridges across deficit areas to provide a training program for competitive, gainful employment. The VRE also participates as a member of the Individualized Education Program (IEP) team to identify training resources for students with disabilities.

The Vocational Resource Educator Handbook is a compilation of strategies, activities, resources and plans to improve the VRE's ability to provide the best services available to individuals with disabilities. The VRE Handbook should be used like a cookbook with recipes for potential successes. Like any good chef, the VRE relies on their own experience and knowledge to modify the recipe to the taste of their clients. This handbook is not designed to be followed like a scope and sequence text in execution of VRE responsibilities but to provide one resource for suggestions and ideas that the VRE, particularly the new VRE, can use when implementing his/her services.

The Handbook is divided into five chapters. These chapters reflect the major responsibilities of the VRE in providing services to students with disabilities. The first chapter discusses the VRE's role in assessing students with disabilities; the second chapter covers the types of support services the VRE provides students, vocational instructors, support staff and personnel, and administrators; and the third chapter discusses the VRE's involvement in the Individualized Education Program. These three areas (chapters) represent the VRE's responsibilities as defined by the Department of Elementary and Secondary Education; however, local vocational schools may also assign additional duties to the VRE. The duties that the VRE might perform in their role as advocate for students with disabilities are outlined in chapter 4. The fifth chapter contains resources for the information contained in the first four chapters as well as a list of suggested texts and state and national agencies that also provide resources to VREs.

## The Role of the VRE

The Vocational Resource Educator (VRE) is a nonteaching position. The role and responsibilities are: to assist students with disabilities in appropriate vocational education program placement; provide appropriate vocational opportunities with reasonable vocational education objectives; provide such resource assistance to vocational teachers as obtaining resource materials, advising and assisting in equipment and curriculum modifications, acting as a liaison with other school and agency personnel; and to assist in the placement of students into gainful employment and/or continued education.

Activities of the VRE may include: participating in the Individualized Education Program process; coordinating services with the Division of Vocational Rehabilitation; facilitating placement in appropriate vocational education classes/programs; assisting the vocational director/dean/counselor in integrating students into the mainstream; working with sending schools to coordinate instructional goals; providing readers, interpreters, and note takers; advising and assisting in curriculum modification needs; and serving as a community/agency/parental liaison.

Although VREs do not have direct teaching responsibilities, they do have regular contact with the students. The VRE is a person whom students with disabilities can turn to when they are experiencing difficulty. If a teacher perceives a student has a problem or need that should be handled outside the classroom, the VRE works to find the most appropriate solution or resource for resolution of the problem. The VRE's responsibility is to assure that the student's vocational education needs are being met.

The VRE has direct responsibility to other staff members to provide services and/or resources that help them work directly with students with disabilities. Because the VRE is a facilitator, the specific responsibilities are identified jointly with special and vocational education personnel and administrators, according to the needs of each school.

The role of the VRE requires that s/he serve as an advocate of students with disabilities in each of their environments—school, home and community. VREs have a primary responsibility to assure students and teachers that they have appropriate resources available so that their mutual success is facilitated.

## The History of the Missouri VRE Model

In 1978, a University of Missouri-Columbia project conducted a survey of 257 vocational educators and administrators in sixteen area vocational schools in Missouri. The purpose of the study was to identify what vocational teachers and administrators felt to be the most significant problems experienced in mainstreaming students with disabilities into their programs, what role was needed from a support person and what competencies the support person needed to be successful. The most significant problems were identified as:

- The academic, prevocational and personal-social skills of students with disabilities;
- The image and attitudes that people without disabilities have toward people with disabilities;
- The image and attitudes that students without disabilities have toward students with disabilities;
- The extra time mainstreaming requires for preparation and for teaching;
- The lack of assistance from support personnel;
- The perception that students with disabilities do not have a positive attitude toward learning;
- The safety of students with disabilities in the laboratory setting.

The major roles needed from support personnel were identified as:

- Working with public relations and inservice training,
- Assisting with job placement and supervision, and
- Assisting with curriculum and social skills needs.

The competencies identified for the VRE were:

- Having knowledge of available resources.
- Having knowledge of effective teaching techniques.
- Possessing administrative skills.

A Handbook was designed to help VREs acquire the above competencies so that they can help students with disabilities overcome the numerous problems identified when they are mainstreamed into vocational programs and aid vocational school personnel to work with and teach these students.

# Assessment

## Overview

In order to meet the individual needs of students with disabilities, a comprehensive vocational assessment should be completed. The results of this assessment direct the entire program of support services provided by the VRE and other personnel to students with disabilities. The interests, abilities and special needs of students who are disabled must be assessed prior to enrollment in a vocational program to ensure proper placement and potential for success.

A comprehensive assessment involves a variety of professionals who are actively involved in the educational process of students with disabilities. These professionals include: counselors, vocational resource educators, vocational evaluators, parents, special education personnel, and others concerned with the educational and transitional goals of the student.

The learner profile generated from this assessment will guide the formulation of an educational plan, which includes appropriate placement in a vocational program. The VRE will use this profile to develop instructional goals and objectives appropriate for the vocational program chosen, to recommend pre-vocational activities, and to develop strategies to help the student be successful in the program of choice.

## Vocational Assessment

A vocational assessment is a compilation of information from various sources that identifies individual learning characteristics and training needs of students who are considering vocational training as part of their career planning. Personnel from many disciplines work together to obtain this information.

The four basic components of a vocational assessment are:

- **Basic skills information**: This area is usually measured by achievement tests that provide a measure of a student's competency in reading, spelling, writing, and math. This information is usually available to the VRE in the sending school's diagnostic summary, which is completed for placement in a special education program.

- **Vocational interest**: Students usually verbally express interest in certain occupational areas. Before being asked to specify a particular area of interest, students should be allowed to explore many career areas.

- **Vocational aptitudes**: Aptitude tests can also provide important information about a student's innate talents for success in various occupational clusters.

- **Work/training attitudes and behaviors**: Information about work/training readiness helps indicate a student's abilities to seek and keep a job. Work training readiness includes the ability to follow directions, pay attention to tasks, maintain personal hygiene, interact socially, respond to supervision and any other attitudes or behaviors that promote learning and work opportunities.

## Assessment Process

Information is gathered through informal and formal assessment to aid decisions about a student's career plans.

**Informal assessment** usually refers to the collection of data that comes from sources such as school records, observations, and interviews. If additional information is needed, a formal assessment should be conducted. (Sample informal assessment instruments can be found in the *Resources* chapter on pages 57-60.)

**Formal assessment** instruments are those that have been field tested and for which norms have been set. Usually the administrator of these instruments has been trained to administer the instrument and to analyze the information gathered.

The level model for assessment, which is illustrated and described below, is designed to provide a logical sequence of data collection in three levels of assessment. Completion of Levels I and II usually provides sufficient information to make recommendations for appropriate vocational placement, support services, curriculum modification and transitional concerns.

### *Level I*

Level I assessment is an informal assessment process and is designed to provide a summary of preexisting information about a student's abilities, level of function and other pertinent facts. This level requires data collection and interpretation rather than additional testing. Cumulative files, diagnostic summaries and transcripts will contain much of the information for this level.

### *Level II*

Level II assessment activities are used when a student is unclear about specific vocational interests or when more information is needed to clarify information gathered in Level I. Activities at this level will collect and interpret additional information about a student's vocational interest, ability and aptitude, vocational awareness and work-related behaviors.

### *Level III*

Level III combines the information from Levels I and II and is usually conducted by a trained assessment specialist. This level is used when Levels I and II have not generated enough information to guide the placement of a student in a vocational program.

## Level I

Cumulative Data Review,
which may include
- Career Interest Testing
- Achievement Testing
- Ability Testing
- Student Interview
- Parent Interview
- Teacher Interview
- Informal Teacher Assessments
- Student Observations

## Level II

- Cumulative Data Review
- Career Interest Testing
- Aptitude Testing
- Career Maturity Ratings
- Job Readiness
- Work-Related Behaviors
- Learning Styles Inventories
- Job Shadowing

## Level III

- Cumulative Data Review
- Career Interest Testing
- Aptitude Testing
- Career Maturity Ratings
- Job Readiness
- Work Samples
- Work-Related Behaviors
- Learning Styles Inventories
- Simulated Job Station
- Functional Living Skills
- Production Work
- Situational Assessment
- Contracted Work
- Job Shadowing

There are many excellent resources available for assessment instruments. A few are listed in the *Resources* chapter on pages 51-56. Other excellent resources are the many VREs in Missouri. Contact Vocational Special Needs to obtain a directory listing VREs and assessment centers.

## Assessing Learning Styles

Learning style inventories are usually self-reports made by students about the ways they learn best. There are many learning style inventories on the market that require students to respond to items about how they learn. The CITE learning style inventory is free. The results of this particular learning style inventory tell a student (and instructor or VRE) if the individual learns best through auditory or visual means, with groups or independently, or with the use of language or numbers. Other learning style inventories report whether a student learns best in formal or informal environments, high or low lighting, with or without food/drink intake, etc. The VRE can explore publisher catalogs for more information on the variety of learning style inventories available.

There are many ways students prefer to learn. Some of these learning styles are assessed by instruments that may include cognitive (abstract, concrete, deductive, inductive), emotional styles (nurturing, risk taking), environmental (lighting, heating), time period (morning, afternoon, or night), sensory (auditory, visual, kinesthetic), social (independent, group), or expressive (oral, written) measures.

Student responses to learning style inventories can give the instructor and/or VRE the clues needed to modify instruction or testing. If an instructor is aware of the best learning style(s) of the student, teaching methods can be adapted to fit the learning styles. Not only can teaching styles be adapted, but also curriculum modifications can be made in order to help the student learn. For example, if an instructor is lecturing and a student's best learning style is visual, that student might be given an outline of the lecture and encouraged to take pertinent notes on the outline. Similarly, if an audiovisual presentation is the classroom activity for the day, a student could be given a transcript or transcript adaptation of the tape to follow and study.

A sample observational checklist for learning styles can be found in the *Resources* chapter on pages 61-63, and the CITE Learning Styles Instrument with teaching strategies to use for a variety of learning styles can also be found in the *Resources* chapter on pages 64-68.

## The Role of the VRE in Assessment

The role of the VRE in assessment depends on whether s/he has access to a vocational assessment lab. The VRE usually completes or ensures that a Level I assessment is conducted and, if a lab is available, refers students to the lab for Level II or III assessment. Sometimes a counselor can administer the inventories needed in a Level II assessment. However, the VRE can assist with assessment in the following ways:

- Being knowledgeable about both informal and formal vocational assessment, and providing resources to counselors and special educators on appropriate inventories and tests. Often comprehensive school personnel have not had the opportunity to become familiar with assessment as it relates to vocational education. The VRE can share lists and examples of a variety of assessment instruments with comprehensive school personnel so they can select instruments appropriate for their students.

- Providing information on the skills a student needs for each vocational program. Vocational instructors often help the VRE compile lists of "entry level skills" that they feel are necessary for success in their programs. Special educators can use these lists to prepare their students for entry into a vocational program.

- Providing a list of questions or an informal assessment summary form so counselors, special educators, parents, etc., know what they should assess. There are skills that are important to vocational education that may be not be emphasized in the typical special education eligibility screening (e.g., ability to solve problems, ability to attend to task, follow directions). These skills need to be assessed prior to entry in a vocational program. Sample informal assessment forms can be found in the *Resources* chapter on pages 57-60.

- Providing information and assistance in referring a student to a vocational assessment lab for formal assessment of vocational skills if an assessment lab is available and the IEP team deems it necessary. Not all area vocational schools have an assessment lab. The VRE should be aware of the availability of assessment labs and how to refer students for testing when necessary.

- Providing assessment information to the student, parent(s), teachers, and other appropriate personnel.

There are many organizations that are helpful resources for the information, forms, etc., mentioned above. Three not-for-profit organizations that have a variety of excellent resources specific to students with disabilities are the Instructional Materials Laboratory (800-669-2465), the Missouri Vocational Resource Center (800-392-7217), and the Center for Innovations in Special Education (800-976-2478).

## Implementation of Assessment Results

Once the assessment is completed and a learner profile has been compiled by the VRE and special education teacher, all persons involved with the educational plans and IEP for the student must meet to discuss the profile. The assessment results should be discussed in regard to the following uses:

- Results are used to aid program placement decisions. Program placement decisions for students with disabilities are made by the IEP team. For more detailed information regarding the VRE's role in the IEP, please refer to the *Individualized Education Program* chapter.

- Results are used to ensure successful completion of a vocational program through IEP formation and support services availability. The assessment results will give an indication of the strengths and weaknesses of the student. The vocational component of the IEP stipulates the support services that will help use the student's strengths and accommodate their weaknesses.

- Results are used to guide pre-vocational activities to strengthen pre-vocational skills if assessment results indicate weaknesses in these skills. Pre-vocational activities include teaching basic functional skills, personal-social skills and employability skills. These skills help prepare a student to be successful in all facets of a vocational training program. If a school district concentrates on teaching these activities, the students will be well-prepared for entry into vocational education. There are many ways to teach these skills and to prepare students for entry into vocational programs, some of which are:

  - ***Vocational Preparation Programs*** are a method of preparing students for entry into regular vocational classes. Vocational preparation classes can take many formats: one hour, two hours, three hours; exploration of many different areas; use of the Access Skills curriculum, etc. However, regardless of format, the purpose of a vocational preparation class is to provide students with the additional skills necessary to succeed in existing eleventh and twelfth grade vocational programs. These skills include: knowing basic vocational terminology, identifying tools, knowing safety rules, using common hand and power tools, knowing career opportunities in various fields, acquiring employability skills, and knowing technical math and writing. The expectation is that upon completion of a vocational preparation program, students will then enroll in existing programs at a vocational school.

  - ***Early Entry***, in Missouri, is described as a program for students who need an extra year in the vocational program to master essential skills. A student cannot be placed into early entry before s/he enters the ninth grade or has attained the age of fifteen years. For a student with disabilities, the IEP must include a specific reference to the need for early entry into vocational training and the clearly stated goals and objectives to be met during the year. Students with disabilities can "qualify" to enter a vocational program one year early if the school can document through proper assessment that the student could benefit from the additional training.

    As part of the Individualized Education Program (IEP) team, the VRE will play a major role in the decision whether to place an Early Entry student. An Early Entry year is a period of transition, and students with disabilities need more frequent intervention and assistance from the VRE in order to succeed.

The support services provided by the VRE are a vital part of the vocational program of a student with disabilities. The support services that are available are as diverse as the needs of the students served. The *Support Services* chapter explains the nature of the support services VREs offer to students enrolled in vocational programs.

# Support Services

## Overview

Support services are those accommodations, modifications and unique services provided to students with disabilities to ensure that they have an equal opportunity to succeed in their vocational classes. Some support services are designed for individual students based on their identified needs; other support services are more global in nature, such as advocating for students with disabilities, providing materials and suggestions for teachers, garnering administrative support for programs and maintaining an open communication system with special education teachers and parents.

There are people from many sectors of the community that the VRE will want to link with in coordinating services to students with disabilities. In order to coordinate services with school personnel, the VRE needs to have a good working relationship with vocational educators, special educators, counselors and administrators. To work effectively with the family, the VRE needs to encourage the involvement of the parents and students. The VRE can link with the community, including social service agencies, through advisory committees, as well as professional and personal community involvement.

## VRE Support Service to Individual Students

The VRE's primary task is to provide students with disabilities the support they need to succeed in their vocational programs. These support services can take many forms, but, in all cases, the VRE is attempting to meet the needs of individual students.

### *Informing Students of VRE Services*

The VRE should attend the IEP staffing of any student who will enter a vocational course. At this meeting, the VRE has the opportunity to meet not only the student but also the parent(s), the special education teacher and perhaps the student's counselor. The VRE can explain the class and answer any questions. During the discussion of the IEP goals and objectives and the vocational evaluation report (if available), the VRE can determine the accommodation or modification needs of the student and state how these needs will be met through the services s/he provides. For example, if a student will need books on tape, the VRE can have this accommodation available by the time school begins. VREs must constantly be aware of the student's transition goals, so they can work with the student to be successful in vocational courses and other aspects of their life in and after high school.

If the VRE does not attend the IEP meeting then s/he should meet with the student during the first few days of school to discuss that student's needs. A letter might be sent home to explain VRE services to the parent. (A sample letter can be found in the *Resources* chapter on page 69.) A phone call to the parent(s) during the first few weeks of school can be helpful in explaining the services provided and finding out more about the student.

### *Notifying Students with Disabilities and Their Parents About Vocational Training Options*

In the area of notification, the *Missouri Vocational Administrative Planning Guide* states:

> Information will be provided no later than the beginning of the ninth grade year to students who are members of special populations and their parents concerning: the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs; specific courses/programs that are available; employment opportunities; placement rates; and special services that are available, including guidance and placement services. (DESE 1995, 8)

The VRE at the secondary level is often called upon to assist in the development and dissemination of information on vocational programs. In Missouri, students are usually given this information in the eighth grade. In districts that develop four-year high school plans, vocational program information should be disseminated prior to the plan formulation. The information should also be available to junior high/middle school counselors and special education teachers.

Dissemination of this information can be accomplished in a variety of ways:

- Flyers and leaflets;
- Newsletters;
- Video presentations to school assemblies, PTAs, etc.;
- Telephone calls to parent(s);
- Meetings with counselor, parent(s) and student (IEP);
- Audiovisual presentations;
- Mall displays;
- Career days for students and parents;
- Home visits;
- TV and radio spots;
- Newspaper releases;
- Open house/tours of vocational facilities;
- Student handbooks; and
- Letter and brochures mailed to parents of eighth graders. (A sample letter of notification can be found in the *Resources* chapter on page 70.)

## Other VRE Support Services

### *Providing Support Services to Other Support Staff and Personnel*

The VRE is one type of support person described in the *Missouri Vocational Administrative Planning Guide*. The following personnel can also be employed to help meet the requirements of students with disabilities:

**Basic Skills Instructors** (BSIs) can be found in many area vocational schools. BSIs are usually hired to work with academically-disadvantaged students on basic reading and math skills that are necessary for success in

their chosen career field. If a VRE and BSI are both employed by a vocational school, they should work together to implement the appropriate teaching and learning strategies for the student.

**Supplemental Professional Staff** are certified teachers who work as a "team" teacher with a vocational instructor. These teachers are hired to work in vocational areas that have high enrollments of students with disabilities. The VRE can work with the supplemental teacher to implement behavior plans or one-to-one assistance in the lab for students who need this type of extra help.

**Vocational teacher aides** are support personnel who assist teachers with high enrollments of students with disabilities. A VRE will need to provide most teacher aides with training in the characteristics of disabilities and guide the aide in implementing plans for individual students.

**Interpreters, readers and note takers** may be hired on a full-time or part-time basis depending upon the needs of students. The VRE should initially work closely with these support personnel to ensure that they understand the needs of the students and that they are meeting these needs.

**Vocational evaluators** and **special needs counselors** provide a critical service by helping students make appropriate decisions about career goals. When working with special education teachers, VREs can suggest vocational evaluations for students who will benefit from an in-depth assessment of their strengths and weaknesses in relation to vocational goals. The information obtained from a vocational evaluation can be used by the VRE to determine necessary modifications for a student. Working closely with special needs counselors allows the VRE to share career development responsibilities for students with disabilities.

## *Curriculum Modification*

Any modification to the curriculum is based on the needs of the student. The VRE must always keep in mind the transition goals and vocational goals of the student. It is not helpful to modify the curriculum if the student does not gain skills for some type of employment. When deciding if modifications are necessary, the curriculum can be reviewed in at least four ways:

1. Academic Demands: Reading, writing, spelling, math, type of tests used, teacher instructional style (lecture versus demonstration), etc.

2. Behavioral Demands: Structured versus unstructured environments, attention to task or detail, ability to work independently, ability to follow oral/written instructions, etc.

3. Grading System: Percentage of regular grading that is based on tests, performance and/or effort.

4. Vocational Skills: Entry-level skills, physical strength, dexterity, coordination, etc.

Any or all of these areas may need modification to accommodate the student's disability. Depending upon the student's limitations and the demands of the curriculum, the VRE can determine the modifications necessary.

Sometimes, after the student has been in the class, the VRE and instructor find that other or different modifications are needed for the student to succeed. If the modifications/accommodations allow the student to achieve all the competencies that other students will achieve in the class, the modifications are considered to be minimal. These modifications do not affect the breadth or depth of the curriculum, they just reflect differences in the input, processing, output or time needed for a student to learn the material. With minimal modifications, grading remains the same for all students in the class. Minimal modifications include:

- Oral testing,
- Taped textbooks,
- Use of a calculator,
- Not graded for spelling,
- Use of note taker,
- Use of cue cards for steps of task,
- Use of assistive devices,
- Use of study guides,
- Study skills instruction,
- Listing formulas for tests,
- Computer-assisted learning,
- Extended time for testing,
- Extended time for writing assignments,
- More time for practice of certain tasks,
- Use of computer for writing tasks,
- Use of a reader,
- Highlighting important facts in text,
- Use of written rather than oral directions,
- Test review sessions,
- Use of conversion tables,
- Listing vocabulary for tests, and
- Tape recording lectures.

Extensive modifications call for meeting the student's needs by decreasing the breadth or depth of the curriculum. When using extensive modifications, be sure that the student has a vocational goal that can be met through the instructional program, however modified. When using extensive modifications, usually the grading scale is different or the student is put on a pass/fail grading system. Extensive modifications include:

- Deleting one or more competency areas,
- Allowing use of notes/text on tests,
- Using a parallel alternate curriculum,
- Assigning shorter and/or fewer assignments,
- Using a different textbook, and
- Providing early entry.

Most often, students with disabilities require limited modifications. If extensive modifications are needed, the program instructor must be willing to accommodate the changes or the student may not be successful in the class.

The ability to understand student needs and modify the curriculum accordingly is an essential skill for a VRE. The academic demands of a class are most easily modified with the use of technology (calculators, computer, books on tape, etc.). Behavioral demands of a class are not as easily met. Counseling with the student, use of behavior contracts, careful assignment of tasks and partners can all be helpful, but when behavior is a concern,

the VRE can be most effective when s/he is supporting the vocational instructor with classroom management strategies. Grading systems can be modified when needed and with the consent of the instructor, the student and the parent(s). Vocational skills are perhaps the easiest to teach and modify. The VRE can analyze tasks so they can be broken into manageable parts and taught to the student. However, if a student lacks basic dexterity or the coordination skills required to perform the task then extensive modifications must be applied.

VREs often must be creative and innovative in finding the needed support services, including:

- Volunteer tutors,
- Free/low-cost transportation services,
- Services to tape textbooks,
- Training peer tutors or "buddy" systems, and
- Vocational program advisory committees to find sources for job placement for students.

## *Classroom and Equipment Modifications*

Federal legislation requires that educational facilities and programs be accessible. Architectural barriers include getting to and entering buildings, moving around inside buildings and using building fixtures. One of the best ways to determine the existence of architectural barriers is to tour the building and grounds with a person who has a disability. For example, a person in a wheelchair or with sensory disabilities can report problem areas after considering the following architectural features:

- Transportation paths to the facility.
- Parking lots and their designated accessible parking.
- Curbs, sidewalks, ramps and entryways.
- Hallways, aisles, inside doors, elevators and classroom identification methods (e.g., numbers in braille).
- Rest rooms, water fountains, telephones, vending machines, storage areas for student use, equipment controls and warning signals.

Current federal legislation covers both architectural barriers and programmatic barriers. The VRE should report architectural concerns to the vocational school administrator, as the district has the mandate to correct these barriers. The VRE has more responsibility for programmatic barriers. One of the easiest ways to remove an architectural barrier is to move an instructional program to an accessible room. This allows for program accessibility without the expense of architectural renovation. Assistive devices for equipment or for the student can be purchased by the vocational school, the special education department or a collaborative agreement between special education and vocational education. Many assistive devices can be purchased at a nominal cost. The *Resources* chapter provides various places to contact for information on assistive devices (pages 51-56).

VREs should also become familiar with other agencies and services that can often help with the procurement of equipment or services. Examples of other agencies include the Division of Vocational Rehabilitation (DVR) and the Rehabilitation Services for the Blind.

Individuals in the vocational school or community are good resources for modifications. Vocational programs have instructors and students whose creativity and ideas can be helpful when fashioning an assistive device. For example, an advanced electronics student might design a card to insert into the port of a computer to allow for one key to operate as two keys. Today, macros (special computer programs) could be written for certain programming needs of students. Most major computer manufacturers have departments dedicated to meeting special needs. With today's technology, there is hardly a task that cannot be adapted to meet individual needs. Remember, ***your best resource is the student***: Ask him/her what might work!

Classroom modifications generally fall into "low-tech" solutions: adjustable tables; tilted monitors; one-handed keyboards; rolling chairs; and creating enough space for a student who uses a wheelchair or crutches to easily access tools, equipment and books. These might be considered architectural solutions. Classroom modifications can be programmatic also and be applied to assist with individual student needs or general classroom management. Below are some common modifications for the classroom and some reasons for their use:

| | |
|---|---|
| U-shape desks/tables | Facilitates classroom discussion. |
| Desks/tables in traditional line | Helps keep students from distracting others. |
| Seating assignments | Separates students who distract each other, but also encourages a fast learner to help a slower peer. |
| Seating in front of class | Helps students with visual or hearing impairments or students with Attention Deficit Disorder (ADD). |
| Use of cooperative learning | Assists group learners and tactile/kinesthetic learners. |
| Video tape demonstrations | Helps students who have been absent or to reinforce a procedure. |
| Design a "quiet" area | Helps any student who cannot work with distractions. |
| Design a "time-out" area | Helps students who may be explosive. |
| Use a buddy system | Helps students assist each other, especially in shop areas. |
| Develop behavior contracts | Assists student in defining appropriate behaviors and consequences for inappropriate behaviors. |
| Initiate individual conferences | Assists all students in understanding how their behavior is helping/hindering their learning. |

## *Career Guidance*

VREs can help with the career guidance needs of students in a variety of ways. By providing students with opportunities to gain awareness about their strengths and weaknesses, providing information about various careers and helping them choose a career path and a plan to reach their educational and vocational goals, the VRE assists students in becoming good decision makers and responsible adults. Listed below are some of the activities a VRE could use to help students with career planning:

- Provide information, as is required by legislation, on vocational program options to parents and

students, as well as counselors and special education teachers.

- Refer students to a vocational evaluation.
- Conduct presentations in junior and senior high classes on vocational education options.
- Provide information on career education resources to special educators and counselors.
- Develop and provide each sending school with a list of potential career education guest speakers, including those who are in "nontraditional careers," who might address the types of work and training required for their positions.
- Conduct small group discussions for career exploration purposes.
- Provide individual career counseling for those students who need more intense planning and exploration.
- Hold career fairs where community employers can talk with students.
- Develop employer contacts to enable students to "shadow" a worker in a job that the student has an interest in learning more about.
- Encourage parents to become guest speakers in their various occupations.
- Develop a career resource room or become familiar with materials available to the student in the counseling office.
- Work with students to develop a career portfolio for transition to postsecondary education or employment.

## *Counseling*

Students with disabilities may enter the learning situation with feelings of low self-esteem. They may feel discouraged and helpless about their futures. New situations may be alien territory where they are afraid of failure. They may be unfamiliar with work models and therefore have a limited knowledge of worker expectations. Ideas for helping students to develop positive attitudes toward themselves and the learning task include the following:

- Plan success-guaranteed learning opportunities, e.g., small enough steps for success to be inevitable.
- Assure that students have frequent feedback on their progress and performance.
- Plan ways for students to define for themselves successful completion of a task.
- Help students establish their own attainable goals.
- Help students learn to recognize success of others.
- Allow for slow reactions/responses to questions.
- Expect students to attain success.
- Encourage students to put forth extra effort.
- Make directions explicit.
- Provide opportunities for positive peer relationships through team or small group activities.
- Encourage participation in student and/or community groups, e.g., school, clubs, and church groups.
- Emphasize importance of vocational student organizations and encourage students to join.
- Provide opportunity for students to talk with workers who have disabilities similar to those of the student.
- Coordinate with other teachers, counselors and parents so everyone involved with the student can reinforce the same behaviors.

- Talk with students to determine ways they can be helped to succeed.
- Assist students in choosing a career path and planning course work that leads to their goal.
- Encourage students to be self-advocates by supporting their efforts to talk with instructors/ employers about their disability and the modifications they need to succeed.
- Assist students so they are able to explain their disability and the accommodations they might need in school or in the work force.

A sample form that may be used for recording conference/counseling sessions with students, coordinating action plans and, in general, keeping track of student goals and progress can be found in the *Resources* chapter on page 71.

Other students can also learn to interact more effectively with students with disabilities. It is vital that time be spent preparing other students to interact positively with students who have disabilities. Other students can be a great source of assistance within the classroom, but it is important that they approach the task in a manner that is helpful rather than condescending or patronizing. However, be sensitive to the fact that some students do not want to be treated differently. They do not want others to know about their learning problems or to stand out in any way. Work around this situation by making special help or materials available to other students seeking help. For example, the VRE might offer to read tests orally to all students in the class who believe they do better with this method. There will often be one or two other students (without disabilities) who are grateful for this help. In this way, the student with the disability finds that s/he is similar to other students rather than different from them. Some activities that prepare students without disabilities to work with students who have disabilities are as follows:

- Spend time talking about various disabilities and the effects those disabilities have on the lives of people who live with those disabilities.
- Provide opportunity for students to have simulated experiences with being disabled for part of a day.
- After simulation, provide opportunity for students to talk about frustrations and feelings during the time they were "disabled."
- Include students who are disabled in discussions so they can share their own frustrations.
- Assist the instructor in establishing a "buddy system" in the classroom, e.g., have students work together to get equipment out, perform tasks and put equipment away.
- Establish procedures whereby students help other students if they don't understand an assignment.
- Involve all students in planning ways they can help each other.

In order for any of the above ideas to work, it is important that a cooperative atmosphere be established in the entire school. The mainstreaming process requires that everyone work together to maximize the learning opportunity for students with disabilities.

## *Financial Services*

As students transit from high school, some will need financial help to continue with postsecondary education. A VRE must become familiar with resources to help these students. Students are frequently referred to the

Division of Vocational Rehabilitation (DVR) or Rehabilitation Services for the Blind (RSB) for support after high school. The VRE may assist the special education teacher with this referral. A VRE should know agency counselors who serve the school(s) and become familiar with the best way to work with that person.

VREs should be familiar with the Pell grant, as it needs to be completed for all students who are continuing with their education and who apply for financial aid. Counselors at sending schools or financial aid representatives at nearby colleges can be good resources to the VRE who is just learning about financial aid. There are numerous scholarships available, and the vocational school counselor, sending school counselors and community service organizations are resources a student and/or a VRE should access for information.

## *Advocating for the Student*

The VRE is the student's primary advocate at the area vocational technical school. To perform this function well, the VRE should develop a relationship with the student and understand the needs of the student. There are times when the VRE must initiate services and work with others to meet the needs of the student. For example, a student enters a program, and the VRE discovers that the student will not be able to achieve all the competencies. The VRE talks with the student and finds out if the student wants to remain in the program. The VRE works with the vocational instructor and determines if the student can accomplish some of the skills necessary for related job placement. A pass/fail grading system is considered. If the student has this option in the IEP, things can proceed. If not, an IEP meeting must be held with the parent(s) and student, and all must agree to this plan. In changing the program to meet the needs of the student, the VRE must clearly communicate the strengths of the student, the need for the change and the outcome (transition/employment goal) that the change will make possible for the student.

All VREs will encounter situations where a student has done something that angers an instructor. The VRE must become the student's advocate, explain the student's behavior to the instructor, determine how the instructor can best handle the situation and deal with the student, and diffuse the strong feelings on the part of the instructor (and the student). Many times the behavior of students is directly related to their disability (e.g., ADD).

When serving as an advocate for the student, the VRE's goal is to assist the student in becoming his/her own advocate. VREs should take advantage of any situation in which they advocate for a student and involve the student in self-advocating. Developing a student into their own advocate may take time in counseling the student, role-playing with the student and having the student practice with another person. This time will be worth it, though, as the VRE sees the student becoming more responsible and self-advocating with instructors and other students.

## *Mentoring*

Mentoring is a relationship between a student and an adult who guides, protects and empowers the student. Mentors are concerned holistically with their protégés. VREs are primarily concerned with the success of students in vocational courses but often find themselves mentoring students through personal counseling, assisting with career decisions and developing self-advocacy skills.

There is never enough time to mentor every student, but a VRE can identify students who could benefit from mentoring and access these services for the student. Sometimes teachers at the home school act as mentors/advisors. Many school districts have mentoring projects, so before a VRE begins to search for mentors, s/he should check with the district to determine if a program is already available. The VRE should also check with community social service agencies, as they might have a mentoring program and will work with the VRE to match a student with a mentor. It is often very beneficial for students to have a mentor in the same career field, as the student can learn more about the field, as well as interact with an adult who is concerned about them.

## *Monitoring Progress of Students*

At the beginning of each school year, the VRE should talk with each special education teacher. In this conversation, the VRE should review the special education teacher's caseload to identify students who are enrolled in vocational programs. This review will ensure that the VRE is aware of all students with disabilities in the vocational programs. When speaking with the special education teacher clarify the procedure to use if a problem arises with a student on his or her caseload (who is also on the VRE's caseload). In some cases, the special education teacher will want to contact the parent(s), in other cases, the VRE can contact the parent(s) first. It is most important to keep lines of communication open.

In most cases, a VRE will complete monthly progress reports on their students. Usually, the VRE will meet with the vocational instructor and review the student's performance in relation to the IEP goals for the vocational program. Work behaviors are also monitored. A copy of the progress report is mailed to the special education teacher. Sometimes copies are mailed to the parent(s), and a copy is given to the student to review with him/her. There are several different forms for monitoring progress in the *Resources* chapter on pages 72-76.

Students should be involved in monitoring their own progress. Some of the ways a VRE might involve a student are:

- Give the student a copy of their IEP goals and objectives.
- Have the student report on progress toward achieving the goals or objectives during monthly progress report meetings between the VRE and the student.
- Have the student perform a self-evaluation. Compare the student's evaluation with the evaluation by the instructor and discuss discrepancies.
- Involve the instructor and the student in the discussion of the student's progress. This discussion provides the student practice in self-advocacy skills.

At each progress report time, the VRE has an opportunity to evaluate her/his support services to the student. If the student is progressing well, the support services are working; however, if the student is floundering, the VRE should review the current support services and, with the help of the student, redesign alternate services that may better assist the student.

## *Parent Involvement*

The VRE initially meets parents at the IEP meetings, which are held prior to the students entering a vocational class. This meeting is crucial to establishing a relationship with the parents. The VRE should be knowledgeable about all vocational course offerings as well as other program options that might be available to the student both in the school and the community. Post-school options might also be discussed, and the VRE

may be called on to talk about postsecondary training, vocational rehabilitation services, living arrangements, recreational opportunities, etc. Although a VRE may not have all the "answers" at the meeting, s/he can find out what is needed and let the parent know through a phone call. Follow through gains the respect of parents and lets them know that the needs of their children are important.

Working with parents is one of the public relations aspects of the VRE's role. Sharing information with parents is necessary and may be accomplished through the following activities:

- Host an open house and tour of the vocational facility.
- Involve parents in the VRE Advisory Committee.
- Communicate with parents regarding the success of their children. Encourage instructors to do the same.
- Provide inservice programs of interest to parents. Work with the local parent groups, such as the Learning Disability Association (LDA) and the Association for Retarded Citizens (ARC).
- Make home visits to get to know the parents' interests, concerns and needs. Coordinate visits with other instructors to avoid duplication.
- Offer individual, small or large group meetings with parents.
- Attend parent meetings held by special education teachers and inform parents about the benefits of vocational education.

It is sometimes assumed by educators that parents are apathetic about their child's education because of the parents' lack of involvement. In reality, parents may choose noninvolvement for any number of reasons such as fears of inadequacy in discussions with educators, unsuccessful past contacts with the school, and failure to understand the role the school expects of them. When talking with parents, ask and listen to their opinions, accept them as equals, meet them at home if necessary and avoid using educational jargon. When communicating with parents, the VRE can:

- Obtain information useful in an assessment of a student.
- Obtain information about the student's experiences and expectations from the perspective of parents.
- Transmit information about parents' rights and responsibilities under the law.
- Obtain support from groups of parents for the expansion and alteration of present vocational programs to better accommodate students with disabilities.

Educators should inform parents about the:

- Vocational assessment results,
- Vocational education program options,
- Expectations of the school's vocational program,
- Program safety standards and provisions,
- Ways parents can support their child's acquisition of specific skills,
- Grading and evaluation procedures used by the school system,
- Performance of their respective children in the vocational program, and
- Resources needed to facilitate their children's after-high-school transition.

# Vocational Instructor Support

## *Overview*

Vocational instructors know their curriculum and how to instruct students without disabilities. The VRE may help vocational instructors broaden their instructional range to include the accommodation of the students with disabilities' special learning needs. The accommodating instructional strategies may enrich classroom presentation and vocational instructor support for all students. This section provides the basic overview of how VREs can assist vocational instructors in modifying their existing curriculum when alterations are needed.

A vocational instructor does not need to modify the curriculum for every student with disabilities. Modification may be needed in equipment and/or facilities, instructional techniques, or the classroom attitudinal environment. In other words, the beginning VRE should not assume every student needs curriculum modification. Look at the student's needs and abilities and the IEP before helping the vocational instructor modify the curriculum.

With the implementation of the Vocational Instructional Management System (VIMS), the VRE and the vocational instructor have access to an extraordinary tool to use when individualizing instruction for students. Through specifying particular duties and tasks to be mastered in the IEP, the vocational instructor and the VRE know exactly where to concentrate the instructional process, and the student knows exactly what skills s/he is expected to master.

## *Become Familiar with the Program*

In order to support vocational instructors, the VRE must be familiar with the course content and the demands of the class. A VRE can help meet the needs of vocational instructors and develop a "teamwork" approach by:

- Becoming familiar with class competencies, textbooks and resources.
- Spending as much time as possible in the classroom or lab.
- Meeting with instructors regularly to discuss student progress.
- Brainstorming new teaching strategies, classroom management skills, etc., with instructors.
- Conducting a needs survey to determine possible areas for inservice training.
- Recognizing instructors for their willingness to adapt curriculum to the needs of students either individually with thank you notes, putting a treat in their mailbox, etc., or within the school through staff meetings, newsletters, "teacher-of-the-month" awards, etc. The adaptation might be heralded as an "additional instructional technique" or "new instructional strategy" that can be useful to other teachers or a "creative, innovative approach" to meeting the needs of students.

## *Identify Student Needs*

VREs can assist instructors in meeting the needs of students with disabilities enrolled in a vocational class. Some examples of these activities include:

- Identify the student needs and develop a procedure to inform the vocational instructor of those needs. Sample forms for summarizing IEP information can be found in the *Resources* chapter on pages 77-79. It may be helpful to have these forms on colored paper.

- When identifying needs, list the student's strengths as well as limitations and accommodations.
- Use common language and relate weaknesses to the demands of the vocational class. For example, if a student has a learning disability in written expression, tell the vocational instructor that the student will need help on written assignments, such as use of a computer, a peer editor, spelling should not be graded, or that oral reports (rather than written) will be necessary.
- Help with an awareness unit on individuals with disabilities. Some classes will need this information. The VRE may suggest ways for the instructor to handle classroom problems that may arise from other students' attitudes toward the student with disabilities.
- Provide for regular (weekly/monthly) progress reports. These reports will enable the instructor to talk to the VRE about concerns.
- Be available as often as possible for vocational instructors. When a concern arises, coping with it as quickly as possible is usually the most effective strategy.
- Ask vocational instructors to inform the VRE about upcoming assignments, tests and special projects. A sample format is included in the *Resources* chapter on page 80.

## *Material Modifications*

The VRE should be familiar with all the instructional materials used in a class, including textbooks, workbooks, handouts, audiovisual materials, computer programs, etc. This familiarity takes constant learning on the part of the VRE, but it will be extremely helpful in modifying materials when needed.

Some general guidelines to follow when modifying instructional materials:

- Determine the reading level of each text book.
- Pay particular attention to handouts, as they often can be retyped and "cleaned up" so they are easier for all students to read.
- Have all text books available on tape.
- Have one text book that has important information highlighted.
- Have the answers in each workbooks for use when working with students.
- Develop study guides for chapters/units.
- Review instructional catalogs for instructional materials that teach the same concept with a lower reading level.
- Review exams for clarity. Work with the instructor to revise when necessary.
- Put exams on tape (when feasible).
- Develop flash cards for vocabulary words, especially if the vocabulary will be tested.
- Purchase reference books for students to check out for reports or other assignments due each year in certain classes.
- Have scripts available for all films, slides, etc.

If the reading level of the text is too high for the student, rewriting may be the answer. Rewriting may seem a little difficult at first, so start small. Rewrite one or two paragraphs before rewriting a chapter. Advanced or interested students often enjoy the task of rewriting the materials. These students are excellent resources.

Solicit their help whenever appropriate. Rewriting instructional materials is worth the effort. It is rewarding to provide students with comprehendible materials. The following are guidelines for rewriting:

- Read the article or textbook passage and jot down the main ideas. Keep it short and to the point.
- Make a list of the specialized vocabulary and important concepts that are difficult. This information can be placed in a study guide or on a cassette and presented to the students before the revised reading materials are presented.
- Rewrite the materials following these rules:
  - Use simple words; avoid multi-syllable words whenever possible.
  - Use words that are easily sounded out.
  - Use common nouns.
  - Highlight proper names, alerting students to these names beforehand.
  - Use simple sentence construction and present tense verbs as much as possible.
- Reread the original to ensure that correct concepts are still there.
- Check the reading level of the rewritten material with a readability formula. The new reading level should approximate the student's reading ability.
- Type the rewritten material in the largest type available. Leave wide margins. Encourage students to use this space for notes or questions.

## *Instructional Strategies*

There are many instructional strategies that can be used for students. If a student is having difficulty, the VRE first needs to identify the problem. S/he should talk with the student and get ideas from the student and the student's learning style. Be aware that trying different learning strategies is often "trial and error" and can be frustrating for both the VRE and the student. Below are some ideas for various areas of concern:

| *Concerns* | *Possible Solutions* |
|---|---|
| **Poor Reading** | Tape books with earphones available;<br>Provide a reader;<br>Provide alternate text;<br>Test orally;<br>Rewrite text at lower reading level;<br>Pre-teach vocabulary;<br>Use films or audiovisual instead of text;<br>Highlight student text;<br>Teach scanning techniques;<br>Teach text organization (glossary, index, etc.);<br>Provide study guides;<br>Provide typed chapter reviews;<br>Discuss important concepts in class;<br>Use peer tutoring;<br>Use cooperative learning; |

| | |
|---|---|
| **Poor Reading cont.** | Use graphics and overheads whenever possible;<br>Demonstrate procedures;<br>Develop a picture dictionary of tools and equipment;<br>Use group reading activities;<br>Record lectures;<br>Tab books and pamphlets with the tabs indicating topics available;<br>Cut up the text, and use folders to hold important information;<br>Use concept mapping for comprehension;<br>Color code directions;<br>Relate new information to what is known;<br>Teach self-monitoring strategies (self-questioning after each section of reading); and<br>Reduce distractions. |
| **Poor Math** | Use specially lined paper to keep numbers aligned;<br>Allow for oral tests;<br>Allow the use of formula/conversion charts;<br>Use visual and tactile materials whenever possible;<br>Mark measuring equipment with frequently used measures;<br>Reduce number of problems in assignments;<br>Develop calculation procedures (steps) for multistep operations;<br>Provide direct instruction;<br>Provide adequate space for problem solving;<br>Use arrows to indicate direction of operation on number line;<br>Use tape measures with visual displays;<br>Use cooperative learning;<br>Reduce distractions;<br>Color code math symbols (+, -, x, ÷ ) for easy recognition; and<br>Color code directions. |
| **Poor Written Expression** | Edit written work;<br>Allow oral rather than written reports;<br>Use a computer;<br>Use a spell checker;<br>Dictate test answers, using a scribe;<br>Use a note taker (carbon another student's notes);<br>Consider take-home tests;<br>Extend due date for papers;<br>Allow graphic or other media presentations;<br>Teach abbreviations/symbols for note taking/orders/ invoicing, etc.;<br>Do not grade spelling;<br>Provide word lists for fill-in-blank tests/assignments; and<br>Provide samples of adequate assignments. |

| | |
|---|---|
| **Poor Oral Expression** | Allow extra time for student to respond;<br>Encourage oral communication in relative privacy;<br>Allow written reports (rather than oral);<br>Allow graphic or other media presentations; and<br>Provide practice situations for oral communication. |
| **Poor Memory** | Use open-book, open-note tests;<br>Allow conversion charts, spell checkers, etc.;<br>Use pocket notebook for student to list steps in procedures and allow student to refer to notebook;<br>Teach memory strategies;<br>Use cooperative learning;<br>Allow extra practice on procedures;<br>Develop checklist for student to follow;<br>Record lectures so student can listen again;<br>Have student repeat directions;<br>Provide recognition rather than recall test items;<br>Reduce distractions;<br>Give directions in small steps;<br>Have student write down directions;<br>Check on student progress often; and<br>Teach use of small tape recorder to record things that need to get done. |
| **Poor Organizational Skills** | Check student notebook often;<br>Use dividers;<br>Use highlighting;<br>Sit student close to teacher in classroom;<br>Use assignment calendar, and spot check its use by student;<br>Keep extra supplies on hand;<br>Give reward for bringing materials to class daily; and<br>Teach planning skills. |

These are just some ideas to help students whose disabilities interfere with their mastery of vocational skills. Some of these strategies need to be implemented by the classroom instructor, others can be done by the VRE. Sometimes it is helpful for the VRE to model the strategy in the vocational class so the instructor can see how a certain strategy can be used. The *Resources* chapter provides a section on instructional strategies and other curriculum references that would be helpful to the VRE when initiating various instructional strategies (pages 81-89).

## Curriculum Modification

Curriculum modifications should be designated in the IEP, most frequently stated as the accommodation needs of students. They can be either minimal or extensive. When extensive modification is used, the grading system is generally pass/fail. Extensive modification usually means that some of the competencies required for all students are deleted from the requirements of the student with a disability. Instructors need help in designating the competencies to be dropped, and VREs need the instructor's help to decide what competencies will be necessary for the student to obtain and maintain employment in a related field. These competencies are then written into the IEP, and the student works in the class to master only those competencies.

Modifications are changes in the input, processing or output methods used by a student to gain and retain the information presented to all students. The modifications required for a student are based on limitations due to her/his disability. A VRE must explain the modifications to the vocational instructor and have the instructor agree that the modifications will be implemented.

It can be useful to consider the modification of curriculum and instruction in several different ways.

- ***Adapt the way instruction is delivered*** through the use of visual aids, learning centers and cooperative learning activities.
- ***Adapt the way the learner demonstrates knowledge*** by using verbal rather than written reports or vice versa.
- ***Adapt the number of items a learner needs to perform at one time*** by presenting tasks in smaller pieces, assigning fewer problems, giving only two instructions of a multi-instructional task.
- ***Adapt the rules about how the learner approaches the task*** by using calculators, digital measuring tapes, texts on tape, group worksheet completion.
- ***Increase the amount of human interaction*** by using a teacher aide or allowing more time for the student in an academic support center.
- ***Increase the time given for mastering a task*** by allowing extra time for tests or allowing the student two years to master a one-year program.
- ***Adapt the extent to which the learner is involved*** by using cooperative learning or vary the roles students play (observer, recorder, demonstrator, teacher, tutor, etc.).

When deciding what modifications may be necessary for a student, remember to consider the student's future goals. Acceptable modifications in a secondary setting are not always available at the postsecondary level. For example, a student processes lecture information slowly and cannot write notes at the same time. The parent requests that the student be given a copy of the teacher's notes. The student plans to attend college, and this modification is usually not acceptable at the postsecondary level. However, there are at least two other ways to assist the student: obtain a note taker or have the student learn to tape lectures and listen to them at night.

With some thought and brainstorming with the student, parent(s), special educator and vocational instructor, the VRE can usually come up with a modification that will work and be acceptable to all parties.

## *Classroom and Equipment Modifications*

Again, modifications should be made based on the student's need. When modifying equipment, use conventional tools and materials whenever possible. These modifications can be more easily replicated in the workplace.

To determine if an environment needs to be modified, have the student visit the class. Involve both the student and the vocational instructor in problem-solving various solutions. For example, a student who uses a wheelchair wants to take a welding course. S/he visits the building, classroom and lab. The outside doors to the building are not electric, but the student is able to open them without help (otherwise, the doors will need to be made accessible). S/he is also able to manipulate the doors to classrooms and labs without help; however, s/he will need a lowered welding booth and a special lap pad to keep welding sparks off her/his legs and feet. The welding instructor is familiar with this type of lap pad and will order one. The instructor will also have students in the current class cut the legs off a welding booth and size it to the student. The student also visits the rest rooms in the building to make sure that the toilet, sink and towel rack are accessible. Water fountains are the right height, so they do not need to be made accessible. The modifications necessary for this student can be made easily. The lap pad will be kept for future students and the welding booth can be put up on blocks the following year if it is needed by a student without a disability.

There are many limited modifications that can be made easily. Below are some of these modifications:

**Instructional**

Extra reading time,
Simplified directions,
Oral directions,
Spelling not graded,
Written directions,
Demonstration,
Cooperative learning, and
Cue cards.

**Environmental**

Adjusted height of tables/equipment,
Individual work space,
Labeled equipment/work spaces,
Color coded equipment controls, and
Minimized distractions.

**Materials/Equipment**

Digital or talking watch,
Guard rails on machines,
Hand or foot controls available,
Warning lights or noises,
Jigs or fixtures,
Illustrated (not written) instructions,
Taped/audiovisualized instructions, and
Large print materials.

**Task**

Simplified task steps,
Additional performance time, and
3D models.

## Teaching Methods

VREs should keep themselves informed regarding instructional methods. Books, journal articles and information from teachers are all good resources for discovering a variety of instructional techniques. Although teachers often know about different techniques, it helps to have reminders about strategies that might work with students. All instructors should be aware of the following general instructional techniques that serve to motivate all students.

- Do not rush through lectures, demonstrations or instructions.
- Emphasize key points; repeat or summarize them.
- Prepare a few questions to help gauge the extent of your student's subject knowledge.
- Maintain eye contact.
- Present lengthy material in short segments, allowing for breaks.
- Use audiovisual aids to illustrate and clarify.
- Actively involve the students. Ask them questions, and seek help for demonstrations.
- Summarize statements.
- Vary methods of presentations.
- Give feedback often.
- Use concrete examples.
- Use demonstration and have student help with the demonstration.
- Break down tasks sequentially, provide step-by-step instruction.
- Minimize irrelevant information.
- Provide private space for an easily distracted student to work.

The *Resources* chapter lists several organizations that provide information on suggested instructional techniques that a VRE or vocational instructor could adapt to various disabling conditions (pages 51-56).

## Classroom Management

VREs can initially alert instructors to possible concerns about students in the area of behavior skills. Once an inappropriate behavior is identified, it can be managed. However, the classroom environment and expectations sometimes create behavior problems. VREs should work with instructors in developing classroom rules that are distributed to all students at the beginning of the year. These rules are often not stated in student handbooks but are the unstated preferences of individual teachers (some let students chew gum during class; some do not). If these unwritten classroom rules are specified at the outset, students know what the expectations are and choose whether to adhere to the rules or not. This specification can prevent many behavior "problems," and certainly prevents the "I didn't know . . ." syndrome.

The best way of defining classroom rules is for the instructor to create the base line, then have the students develop additional rules that they want to follow in the classroom. This definition should occur within the first week of school. Often instructors distribute copies of the rules and ask students to have their parents sign it. Extra points can be given to get this task accomplished.

Some very basic points of classroom management are:

- Reward appropriate behaviors.
- Ignore negative behaviors.
- Discipline students in private.
- Let the student know that s/he made a bad *decision*, not that s/he is a bad person.
- Make sure consequences are known ahead of time.
- Avoid commands/demands to decrease belligerent behavior.
- Respect student ideas.
- Avoid the use of sarcasm.

VREs should also be familiar with the development of behavior contracts, examples of which can be found on pages 93-95 of the *Resources* chapter. Pages 51-56 list organizations that have information on behavior management that may be useful in planning intervention strategies.

### *In-class Instructional Assistance*

When a student is having significant problems, with either behavior or academic demands of the class, the VRE can provide in-class assistance. The instructor is usually grateful for this help. Depending on the VRE's expertise, s/he can help the student complete reading or writing assignments, observe behaviors and develop a behavior management plan, counsel with students on career plans after high school, or work in a shop area with a student to help complete a specific task. A VRE may also model a new instructional strategy for the class and assist the instructor in practicing the strategy.

As most high school students do not like to be singled out as "different," the more time a VRE can spend in a classroom, the better it is for the student. The VRE is seen by all students as a "helper" and when s/he enters the class, any student may seek assistance. In this way, the student with a disability is viewed no differently from his/her peers. For example, when a VRE goes into a classroom to read a test, s/he might suggest that anyone who prefers to have the test read can remain in the room. Generally, some students without disabilities will remain in the class.

If a certain class has a large proportion of students with disabilities, consideration might be given to requesting a teacher aide for the class. This request will need to be granted by an administrator. VREs might keep track of special needs enrollment for the following year and work with the administrator to hire a teacher aide prior to the beginning of school.

## *Inservices and Workshops*

An important key to successful mainstreaming in vocational programs is adequate preparation of staff members. Without adequate preparation, vocational instructors may not know how to begin to relate to students with disabilities, how to modify instruction for them or the appropriate use of VRE services. Staff members need to have a broad information base from which they can develop a commitment to the inclusion of students with disabilities into their programs. The most expedient way to deliver that information is through inservice or workshops.

Inservice activities that focus on mainstreaming efforts are often devoted to sensitizing staff to the needs of students with disabilities. Staff members are given a chance to explore their own assumptions about people with disabilities. Understanding linked with knowledge paves the way to developing specific skills for working with students with disabilities in vocational programs.

VREs are encouraged to provide formal inservice activities for administrators, vocational instructors, special education instructors, counselors and any personnel in the school district who may desire information on educating students with disabilities. Quite often, however, inservice is done on an informal basis. Many times during the year, a VRE is called upon to help a colleague brainstorm solutions to various problems. When these types of activities occur, the VRE should log them and present this log during the state department evaluation of the area vocational technical school. The log should contain the date, name(s) of person(s) helped, the nature of the problem, the solution reached and the materials/resources used or suggested. Since opportunities for formal inservice are few, the VRE should document the training that does take place on an individual or small group basis.

Every educator can benefit from continuing educational activities. Most often these activities are provided through inservice training. A VRE should become familiar with his/her district's professional development programs so topics are not redundant. In larger districts, continuing education credits are sometimes offered for participation in district-approved inservice training.

Some of the following areas might be covered in inservice training sessions:

- The role of vocational education and training of individuals with disabilities.
- Learning characteristics of students with disabilities.
- Strategies for accommodating students with disabilities in vocational education.
- Vocational education resources for working with students with disabilities.
- Alternatives for evaluating the progress of students with disabilities.
- Formulation of individualized education programs (roles and responsibilities).
- Effective methods of communication with students with disabilities.
- Instructional sequencing of occupational skills based on job (occupational) task analysis.
- Factors contributing to low academic achievement.
- Transition from school to work.
- Job placement strategies for individuals with disabilities.
- Implications of current legislation.
- Tech Prep activities.
- The Inclusion Philosophy.
- The benefits of vocational assessment.
- Recognizing and dealing with substance abuse.
- Violence in the schools.
- Learning and teaching styles.

## Needs Assessment

To determine faculty needs regarding students with disabilities, the VRE and a planning committee should:

1. Informally survey faculty to determine those areas in which professional development is desired.
2. Translate informal information into a survey instrument. A sample survey can be found in the *Resources* chapter on page 96.
3. Ask the faculty and administration to complete the survey prioritizing their needs.
4. Analyze the information by listing the frequency of response in each area.
5. Select the inservice topics from the list of frequently indicated needs of the staff.
6. Review with the administrator(s).

In some instances the VRE and the administrator may determine other needs not identified by the faculty, but are deemed important to the vocational success of students with disabilities.

A checklist of steps to follow in developing a needs assessment can be found in the *Resources* chapter on page 97.

## Conduct Inservice/Workshops

This outline represents a suggested chronological sequence of activities.

I. **Plan the Inservice**
- Secure administrative support.
- Select the planning committee.
- Assess needs of the staff (by survey or individual contacts).
- Document the need for inservice.
- Specify objectives.
- Select resources (consultants, participants, materials, community resources).
- Design activities.
- Budget for the inservice.
- Make arrangements.
- Rehearse/practice the presentation (if necessary).
- Send out agendas to participants.

II. **Conduct the Inservice**
- Set up the room and audiovisual equipment.
- Set the learning climate, which may include wall posters, etc.
- Go over the objectives.
- Direct learning activities, ensuring all groups/individuals are engaged in the learning activity/task.
- Serve refreshments.

III. **Evaluate the Inservice**

- Individual participants may be asked for their appraisal of the day's activities. This appraisal usually occurs during breaks or at the close of the session.
- The entire group may be asked to provide written (often anonymous) appraisals of the day's session. This appraisal is especially useful if the inservice is continued, as adjustments can be made to improve the subsequent sessions.
- Assess behavioral change as a result of the inservice.
- Determine what the next step should be (could include future follow-up inservice).

The inservice evaluation instrument should be designed to provide feedback in different areas. (Examples of evaluation forms are included in the *Resources* chapter on pages 98-100.) Listed below are areas that are typically evaluated, although other areas might also be included:

- Topic/content;
- Effectiveness of presentation(s);
- Adequacy of facilities;
- Relevance of activities, handouts, simulations, films, etc.;
- Time factors; and
- Opportunities for interaction.

IV. **Follow-up after inservice**

- Compile a final report for administrator.
- Send follow-up information to participants.
- Write thank you letters to consultants, guests, etc.

## Administrator and Other School Personnel Support

VREs need to develop positive relationships with many administrators and other school personnel, including:

- Vocational school administrators,
- Superintendents at sending school districts,
- Principals at sending schools,
- Special education directors/administrators at sending schools,
- Guidance and counseling staff at sending schools,
- School board members, and
- State education department personnel in both Special Education and Vocational Special Needs.

## Building Rapport with Administrators

Building rapport with administrators is an evolutionary process. Consider the goals of the institution and the roles and responsibilities of the administration. Interaction with the administrative team is crucial to the establishment of rapport and will take time. Remember to:

- Effectively communicate with administrators on the role of the VRE.
- Discuss how the VRE role can interface with the administrators' roles.
- Clarify the position of the administration regarding growth of programs/services for students with disabilities.
- Facilitate a flow of information to administrators. Keep them informed of program growth, direction and scope.
- Acknowledge administrative support.
- Follow formal and informal protocol.

## Specific Activities for Increasing Communication

Some specific activities to help increase communication include:

- Make presentations at superintendent's meetings.
- Make presentations at local school board meetings.
- Provide inservice information sessions at faculty or departmental meetings (special education, counselors, administrators).
- Write brief letters describing achievements of the year, or an article in the sending school's newsletter, if available.
- Keep administrators and other school personnel informed of student progress in vocational programs.
- Provide career and transition information as needed.
- Assist in the IEP process.
- Assist in the evaluation for transition and vocational class placement.
- Meet with superintendents and principals at least once a year to update them on students and vocational programs, and request suggestions for meeting the needs of their students.
- Meet with special education directors and counseling and guidance directors at least twice a year to update them and request suggestions for meeting the needs of their students.
- Send progress reports to counselors of students with disabilities as well as to their special education teacher.
- Through a letter or bulletin, make sure everyone knows when a student from their school wins an award, is elected to an office in a vocational student organization, has perfect attendance or good grades, etc. Success stories are always appreciated.

## Vocational Education Administrators

The VRE interacts most frequently with his/her vocational education administrators. Even though these administrators are responsible for all students in vocational education programs, they often do not have direct

contact with students. In order for them to be supportive of special needs programs, they need to have relevant information on a timely basis. At a minimum, the following information should be provided on a regular basis:

- A list of students with disabilities and their respective vocational classes. Update this list as changes occur; always noting reasons for any students who may drop the class.
- IEP summaries for students who are not covered by the district's discipline rules that outline the discipline sequence for the particular student.
- Copies of any behavior contracts written with the student.
- Copies of all advisory committee minutes.
- A summary of the support services provided for the year.
- Equipment modification requests and rationale.
- An annual summary of needs not being met (as discussed by Advisory Committee, counselors, special education teachers and administrators) with suggestions as to how the vocational school might help.
- A list of visits to sending schools and what was accomplished.
- Any new legislation information.
- Any new procedures for a district regarding students with disabilities.
- Copies of success stories sent to sending schools about students with disabilities.
- List of students with disabilities who have enrolled for the following year, with any suggestions for changes in the special needs program (e.g., hiring a teacher aide, need for interpreter, etc.).

VREs are in a unique position to suggest curriculum changes, technology updates, instructional needs and new types of public relations. VREs are often in classrooms, so they must keep updated on instructional techniques and technology (to meet the needs of their students) and they are in frequent contact with sending school staff as well as parents. Informal discussions with vocational administrators about what is heard and what is needed can make the VRE a valuable member of the area vocational technical school team.

### *Counselors and Placement Personnel in the Area Vocational Technical School*

VREs work closely with the counselor at the vocational school. The counselor is responsible for the career guidance and personal development of all students enrolled in vocational classes. The VRE's role is specialized and directed toward students with disabilities. Unless vocational school counselors and VREs maintain clear and open communication, they may duplicate services to students with disabilities. Roles should be clarified and tasks defined using the needs of students and the strengths of the vocational counselor and the VRE. VREs can assist the vocational school counselor through:

- Identifying students with IEP or Section 504 plans.
- Identifying the behavior and health needs of these students.
- Identifying students who take medication, as well as the medication effects that might be seen.
- Opening communication on a student's personal concerns.
- Discussing appropriate program placement during the enrollment process.
- Assisting with reviewing appropriate assessment materials for students with disabilities.
- Assisting with coordination in planning recruitment activities.
- Assisting in planning inservice workshops for staff.

- Assisting in the internship process and placement by:
  - Discussing special needs in relation to supervision, tasks, transportation, etc.;
  - Discussing accommodations needed in the work place; and
  - Discussing transition needs and future goals.

## *Attitudinal Barriers*

Perhaps the most important point to remember concerning negative attitudes toward students with disabilities is that ignorance and fear play a large part in forming and maintaining attitudinal barriers. The development of these attitudes did not happen suddenly; breaking down negative attitudes is a slow process. Although most individuals are fairly comfortable with people who have disabilities, a VRE may, at times, encounter negative attitudes on the part of instructors, administrators or community members. As vocational instructors work closely with students and the VRE works closely with vocational instructors, this section will provide some hints for the VRE to help vocational instructors overcome their fears and begin to have more positive relationships with students with disabilities. The techniques suggested here can also work with other individuals.

Initially, the VRE should develop a positive relationship with individuals whose attitudes are negative. If there are poor attitudes toward students with disabilities, these attitudes are often directed toward personnel, such as VREs, who work with that population. A VRE first needs to establish him/herself as a competent professional within the eyes of persons with negative attitudes. Communication skills are essential and a sense of humor is vital.

Some techniques that may be helpful in developing positive professional relationships are:

- Demonstrating interest in the instructor's program area.
- Listening "actively" to the instructor's problems or complaints.
- Offering help with curriculum or test development.
- Giving recognition/praise for activities the instructor performs that benefit students (e.g., new curriculum developments, talking individually to students, giving extra help).
- Assisting the instructor in understanding the characteristics of adolescents and slowly building the instructor's knowledge of functional limitations of students with disabilities. For example, the instructor has a troublemaker without a disability in the class. As the VRE makes suggestions on behavior management skills, the opportunity arises to describe some of the problems that students with behavior or learning disabilities have in relation to others.
- Describing learning problems and possible solutions to those problems to avoid using labels (mentally retarded, learning disabled), which are not helpful in trying to change negative attitudes.
- Providing information on learning/teaching strategies and encouraging teachers to try them out. (Many work well for students without disabilities, too).
- Using "people first" language, such as *students* with disabilities.

When an instructor with negative attitudes has a student with a disability in the class, the main objective is to work toward developing a productive or positive relationship between the two. Some strategies for decreasing attitudinal barriers include:

- Having the instructor meet and talk with the student prior to enrollment or starting the class.
- Ensuring that the instructor understands the student's learning problems and possible solutions.
- Distributing "success stories," especially to recognize individual instructor's achievements in helping a student with a disability.
- Working closely with the instructor on designing accommodations or modifications.
- Meeting with the student and the instructor at least monthly to review progress/concerns.
- Providing inservice training for instructors designed to allow them to experience a simulated disabling condition.
- Developing a list of potential guest speakers who have disabilities for different program areas.
- Having the instructor review the assessment tests administered to students with disabilities.

Developing and maintaining a positive working relationship with vocational instructors and providing them with the support they need to teach students with disabilities will usually be all that is necessary to change any negative attitudes they may hold regarding these students. However, if all efforts continually fail to build a positive relationship between the instructor and the student, the VRE may need to examine the program placement and take action to find an alternative placement, if necessary, to improve the student's learning environment.

## Conclusion

The VRE has multiple roles to play; however the VRE is foremost the advocate of students with disabilities. Being able to maintain positive, credible relationships with administrators, special education teachers, vocational education teachers, parents and community members are invaluable in accessing services and programs for students with disabilities. When scheduling these services and programs, the VRE relies on the Individualized Education Program (IEP) to gain vital information about the student. The next chapter explains the IEP process and the VRE's role in that process.

# Individualized Education Program

## Overview

Major roles for the Vocational Resource Educator during the Individualized Education Program (IEP) process are: to help identify realistic, educational goals by participating in the development of the vocational component of the IEP; to facilitate the mainstreaming process by implementing the IEP within the parameters of the vocational program; and to oversee transition of students with disabilities into an appropriate vocational program and then into further training, gainful employment, or other appropriate options. Primary responsibilities for the VRE include:

- Assisting in vocational assessment;
- Informing students and parents about vocational programs;
- Assisting in appropriate vocational placement;
- Participating in the development of the IEP, specifically the vocational component;
- Assisting in the evaluation of the IEP goals and objectives;
- Overseeing the transition process by:
  - Participating in the development of transition goals and objectives,
  - Assisting in the implementation of appropriate transition activities, and
  - Serving as a member of the transition planning team linking student and community agencies.

## The Individualized Education Program

As mandated by legislation, an Individual Educational Program must be written for each student with disabilities. The IEP is a written document, drawn up by the student, teacher, parent(s) and school representative, that provides a comprehensive plan for the delivery of educational services to the student with disabilities. The IEP drives the educational process and determines the educational actions that can and cannot be taken for students with disabilities.

There is no State mandated format for the IEP, so it is likely that there will be differences in the IEP forms received from sending schools. In general, the IEP must include the following information:

**Present Level of Performance**: A clear statement of the student's present level of educational performance. This information is derived from informal and formal assessment processes. It summarizes both the strengths and weaknesses of the student.

**Annual Goal(s)**: These goals should describe what the student with disabilities can reasonably be expected to accomplish within one year. Goals should relate to the weaknesses identified in the present level of performance and, if appropriate, should include a statement of the need for vocational training.

**Short-term Objectives**: These objectives must be measurable and provide intermediate steps between the student's present level of performance and the established goal.

**Long-Range Transition Goal(s)**: These goals should address the post-school outcomes, such as further training, employment, etc., for the student and provide educational and related services designed to achieve those goals.

**Specific Support Services**: These services include occupational therapy, physical therapy and/or special transportation and are provided on an as-needed basis.

**Percent of Time in the Regular Classroom**: The extent to which the student will be able to participate in regular education programs should be described.

**Dates for Initiation of IEP and Review of Services**: The IEP should indicate when services will begin and their anticipated end date.

**Specific Criteria for Evaluation of Student Progress**: Evaluation criteria specify the level of performance a student must demonstrate to indicate achievement of a particular objective. Evaluation procedures are the means that will be used to assess student performance. Evaluation schedules establish a time line that tells when achievement of specific objectives is expected.

The IEP is confidential, and the goals and objectives must be evaluated at least annually. School districts may share the IEP information with vocational school representatives when it is part of the educational plan. When a student is enrolled in a vocational program that student's IEP (from the sending school) may include a vocational component that outlines the vocational portion of the individual plan.

## Members of the IEP Team

Planning of the IEP should be a joint, multidisciplinary effort between the parent(s), the student, appropriate school personnel, teachers, and other related professionals. The team may consist of a combination of the following:

- A representative of the student's local educational agency (LEA),
- The student's teacher(s),
- The student's parent(s) or guardian(s), and
- The student.

Additional team members might include any or all of the following:

- Physician,
- Therapist,
- Social worker,
- Psychologist,
- Counselor,
- Employer,
- Transition services agency,
- Administrator(s),
- Vocational resource educator,
- Regular classroom instructor,
- Vocational instructor,
- Vocational evaluator,
- Vocational rehabilitation counselor, and
- Juvenile officer.

The VRE's role on the IEP team involves being a liaison between vocational and special education, an advocate for the student, a source of referral information and contacts, and a source of information about vocational training and placement options. The VRE should be involved in assessing, planning and placing the student in vocational education.

The development of the IEP is a multidisciplinary task; it is important for the VRE to participate in the educational planning since the VRE ensures implementation of the vocational component of the individualized program. However, if a VRE has a number of sending schools, it may be difficult to attend all of the IEP meetings scheduled. In the event that attendance is impossible, the VRE should help develop the vocational goals and objectives for the student so they can be presented to and approved by the IEP team during the meeting.

Since special education teachers are not often familiar with competencies for vocational courses, the VRE is responsible for presenting information to develop the IEP's vocational component. The content of the vocational classes, teaching methods utilized, grading system, readability level of the textbooks, and amount of written work are all parts of the vocational class that a VRE should be able to speak about during an IEP meeting.

The VRE also contributes to the development of transitional goals and objectives. Transition is the organized educational effort to move a student from school to post-school (lifetime) activities. Therefore, it is important for the VRE to participate in the development of transitional goals and objectives since vocational training is a step toward a student's school-to-work transition.

To ensure that the IEP is being implemented, the VRE develops a monitoring and evaluation process for the vocational component of the IEP. VREs should check regularly with all personnel involved in the implementation of the vocational component.

The VRE is not responsible for initiating the IEP process but should participate once the process has been initiated. The VRE should be familiar with a checklist that outlines information about IEP planning. An example of a checklist is located in the *Resources* chapter on pages 101-103.

## Develop the Vocational Component of the IEP

To assist in developing the IEP, the VRE should obtain and be ready to discuss with the IEP team the following information:

- The student's vocational interests, aptitudes, and experiences;
- The student's vocational evaluation results;
- The student's long-range goals;
- The student's academic strengths and weaknesses;
- The student's attitude and behavior;
- The student's preferred learning style;
- The student's physical capacities (endurance, strength, coordination) and limitations;
- Learning strategies that have been successful with the student;
- Ideas for possible vocational goals and objectives;
- Realistic job goals.

To match the student with an appropriate vocational program, the VRE will need to be familiar with the following:

- The program's competencies.
- The physical demands of each program.
- The instructors' abilities to work with students with disabilities.
- Available resources to ensure student success.
- Job placement opportunities.
- Transitional services and resources.

The vocational component of the IEP should include:

**Long-range goals**, which may include involvement of adult agencies and consideration of other transition needs.

**Vocational goals** that define what general long-term educational process will happen, e.g., the student will complete a vocational course.

**Vocational objectives**, which define specifically what the student will have to do to successfully complete the goal.

**Educational modifications**, which specify if a program standards, material, equipment, etc., should be modified.

**Implementation of IEP**, which indicates the people involved in implementing the vocational component. These people usually include the vocational counselor, the instructor, and the VRE.

**Beginning and end date** for implementation of the vocational component. These dates generally encompass the school year.

**Other information**, any information that is helpful in implementing the IEP should also included. For instance, this section could include the medical treatments that might effect the student's performance or behavior.

## The Vocational Instructional Management System (VIMS) and Its Affect on the IEP Process

Vocational schools make use of the Vocational Instructional Management System to align/manage their vocational curriculum by identifying duty bands (similar to units of study) and tasks. Each duty band has lists of tasks to be mastered. The number of tasks mastered determines the competency level at which each student performs.

In general, the use of VIMS allows instructors, students and special populations personnel to designate the competencies that students should be able to master. The IEP team then has information on which to base the writing of IEP goals and objectives. Some students will be able to master all of the competencies stated, but others may master only certain tasks under certain duty bands in order to gain skills necessary for a job. Caution should be taken when the IEP team designates only certain competencies to be mastered; serious consideration should be given to the availability of jobs for which the student will be trained. That is, when extensively modifying the curriculum for a student, make sure jobs are available in the skill areas of the student's training.

A sample competency profile is given in the *Resources* chapter on page 104. Competency profiles can be extremely helpful in monitoring student progress in the vocational class and for writing specific vocational goals and objectives on an IEP. Competency profiles for vocational program areas may be purchased from the Instructional Materials Laboratory.

## The VRE's Role in Implementing the IEP

The content of the IEP determines many of the implementation activities a VRE designs. Some of those activities will be carried out by the VRE; others by the vocational instructors, and still others by agencies such as Vocational Rehabilitation. Vocational educators may need assistance in developing instructional plans to

modify vocational coursework in order to carry out the stated goals and objectives of the IEP. The VRE may assist instructors in identifying available resources. If support services have been indicated in the IEP, the VRE coordinates the implementation of these services, e.g., audiovisual equipment, large print materials, adaptive equipment, low-reading-level materials, etc.

The VRE should develop a monitoring system such as progress report forms that can be used by instructors to report progress or problems a student may be having. The VRE should communicate regularly with the instructor, student and any other person providing services set by the IEP. (Examples of progress reports can be found in the *Resources* chapter on pages 72-76.)

Problems may occur concerning the student's attendance or behavior, curriculum modification or collection of evaluation data, or questions may arise regarding the appropriateness of the goals and objectives or the placement. If minor problems occur, the VRE works with personnel to identify adjustments or resources that may alleviate the problems. If a serious problem or question arises, the VRE may request an IEP review meeting from the Special Education Administration. A major change in the IEP can be made if the IEP committee determines it is appropriate. If any of the problems listed below arise prior to the annual review, a request for restaffing should be considered:

- The student's occupational goals change and a different placement is indicated.
- The student and/or parent(s) are not satisfied with the placement.
- The student's performance data indicates inability to succeed in current placement.
- The student's special services need to be modified, e.g., the student has a medical condition that is causing more difficulty with mobility or motor control.
- Student is ready to move to a less-restrictive environment. For example, the student is ready to attend class without her/his personal aide.
- A more appropriate placement is available, e.g., a new program has been started—one that better suits the student's skills.

## Methods of Evaluating Students with Disabilities

There are many factors that should be considered when evaluating student progress. Some of these factors are:

- Task or competency performance,
- Work habit development,
- Attendance,
- Attitude and personal growth,
- Daily class effort,
- Quality of homework and outside assignments,
- Performance on quizzes and tests measuring cognitive achievement,
- Safety practices, and
- Completed projects or products.

Many teachers make use of multiple factors in their evaluation and grading systems. They have found that including a variety of factors in the evaluation and grading system provides incentive for students to develop proficiencies in three major areas that concern employers. These areas are: (1) *Skill performance*, (2) *Work efficiency* and (3) *Work attitude and habits*.

The practice of using multiple factors in the evaluation and grading system provides several advantages for students with disabilities.

1. It provides students with a guide to the type of behaviors expected in the program. If students are aware that their grades will be based on daily work performance, demonstration of good work habits and a positive attitude, quizzes and written tests, and performance of required tasks or competencies, they will normally exert more attention to these areas.
2. It provides some components that can be covered through remedial instruction by special education teachers to improve student performance.
3. It provides a way of earning a passing grade in a class, even though a student may do poorly on one factor, such as quizzes or tests.

The VRE should encourage instructors to use, according to individual student needs, a variety of evaluation methods to help each student reach their potential. Using a variety of evaluation factors makes it possible to provide more specific feedback to the student about areas of strengths and weaknesses in preparing for employment. It also provides direction to the teacher for altering the instructional approach or learning environment. When altering evaluation/grading systems, the VRE should:

- Design grading to reflect the student's performance.
- Include the multiple-grading factors of student effort, progress, and achievement.
- Address both quality and quantity of work performed.
- Be easily understood by students, parents, and other teachers.
- Provide for student involvement in evaluating work and determining grades.
- Be flexible to accommodate the changing needs of students.

Effective evaluation approaches should:

- Be designed to encourage students to accept more responsibility for their own learning and accomplishments.
- Ease the teacher's burden in determining grades.
- Be designed to assist in cooperative planning activities.
- Be continuous so students can assess their progress in relation to predetermined goals and objectives.
- Be consistent with school system grading policy.

The grading system used by instructors should be tied closely to the evaluation methods used to measure

student progress. For example, if a student is given daily points for proper clean up of the work area, these points should become a part of the grade. If grading procedures for a student with disabilities are different from the other students, the grading system to be used should be written into the IEP.

Examples of using point systems to determine grades as well as sample formats for evaluating performances can be found in the *Resources* chapter on pages 105-108.

## Information the VRE Needs for the IEP Review

The IEP contains an established review date and guidelines for review. All IEPs must be reviewed on an annual basis, usually at the end of the school year. To facilitate the review of the IEP, the VRE may assist instructors in developing procedures for collecting necessary evaluation data when the initial IEP is developed. Setting up procedures and forms to collect information on behavior, attendance, attitude, classroom performance, and achievement can help instructors evaluate the effectiveness of their instruction and can provide accurate, organized data for the IEP review.

The types of data gathered for the review depend upon the specific goals and objectives written into the IEP but might include:

- Copies of monthly progress reports,
- Grades on tests and assignments,
- List of vocational competencies that have been mastered,
- Copies of performance-based evaluations (from shop or lab), and
- Reasons for any goals or objectives not achieved.

Student, parents and staff should be aware of the progress that the student has made, including new strengths, abilities and skills the student has acquired, as well as any new areas of weakness. A new IEP should be developed by the IEP committee with goals and objectives that reflect the student's next level of expected achievement and the accompanying placement decision.

## Questions the VRE Should Be Prepared to Answer at the IEP Review

Questions that are likely to be asked at the IEP review are:

- What is the general progress of the student with disabilities?

- What vocational competencies has the student mastered?
- What are the staff's concerns regarding the student's progress?
- Have the short-term instructional objectives of the IEP been achieved?
- What are the changes that appear necessary in the student's IEP to make it more suitable to future needs?
- Is the student ready to be placed in a less-restrictive environment?
- Would another vocational education placement be more appropriate for the student?

## The VRE Role in Implementing Section 504

Section 504 originates from the Rehabilitation Act of 1973. It protects all persons with disabilities from discrimination in any program receiving federal government financial assistance. A disability is defined as (1) having a physical or mental impairment that substantially limits one or more major life activity, which includes learning; (2) having a record of such impairment; or (3) being regarded as having such an impairment.

Some students will receive modifications and/or services under "504 Plans" but will not have IEPs. Such students are not eligible for special education services under the current categories but are eligible for accommodations/modifications due to their disabilities. A few examples of 504 disabilities that a VRE might deal with are attention deficit hyperactivity disorder (ADHD), chronic fatigue syndrome and diabetes. The role of the VRE in relation to 504 students is to attend meetings, contribute to the accommodation plan and implement the plan as it relates to vocational classes. Contributions to the 504 Plan meetings are similar to what a VRE contributes at the IEP meeting.

School districts design their own 504 Plans and designate individuals to act as case managers for the students. The VRE should not be a case manager as s/he is not available to work with teachers in the sending school to implement the plan. However, s/he should monitor and assist the student in similar ways to IEP students as the 504 student is progressing through vocational classes.

## Roles and Responsibilities of Other Vocational Special Needs Personnel during the IEP Process

In addition to the VRE, there are other vocational special needs personnel who help students with guidance, counseling, and career development and placement activities. The following list, adapted from the *Missouri Vocational Administrators Planning Guide* suggests some of the ways other vocational special needs personnel can help to plan and implement goals and objectives when these goals and objectives apply to their areas.

- Assist in appropriate placement of students into vocational education programs;
- Assist students in successful completion of vocational education programs; and
- Facilitate the transition from school to employment or further training.

When developing an IEP, the following personnel should be kept in mind for help in implementing specific goals and objectives:

- Basic skills instructor,
- Vocational teacher aide,
- Interpreters for the deaf, and
- Readers and note takers.

Further definition of their roles in the instructional process may be found in the *Support Services* chapter and the *Missouri Vocational Administrative Planning Guide*.

## Conclusion

It is the role of the VRE to help provide appropriate vocational opportunities with reasonable educational objectives; to provide resource assistance to instructors; to act as a liaison with other schools and agencies; and ultimately, to assist in the placement of students into gainful employment. How these activities are implemented is determined during the development of an Individualized Educational Program. The IEP in turn drives the student's educational direction. Careful study and planning will help ensure that each student will benefit from an appropriate education plan designed with his/her success in mind.

# Other VRE Duties

## Overview

Because the VRE serves as an advocate for students, s/he is often called upon to perform duties that do not fall within the VRE's main role but contribute to overall student success in the vocational school. The duties performed usually vary from district to district, and two VREs will probably not have identical "other duties." These duties are a ***support function*** of the VRE and not the main role of the VRE. While there is no possible way to determine the duties that will be assigned to each individual VRE by their employing school district, it is appropriate to address the possible roles that a VRE might play in the day-to-day operation of an area vocational school.

## Provide Additional Support and Supervision

The VRE often provides additional support and supervision at school functions. For example the VRE may coordinate and/or arrange for guest speakers by securing the meeting facility and the individual needs of the speaker. The VRE may also provide support and supervision during field trips by coordinating the transportation, securing and planning trip sites and locations for field trips, and providing for pre- and post-field trip guest speakers.

Because of the relationship developed between the student with disabilities and the VRE, the student often feels more comfortable asking the VRE for additional assistance—assistance outside of the VRE's role. Examples of this assistance includes advising students seeking medical services for vision, hearing and dietary needs; immunizations; preventive medicine; physical or occupational therapy; and/or parent counseling and training. The VRE may also perform tasks normally outside of their official responsibility because the VRE may more easily serve the student. These tasks might include academic assistance in non-vocational areas and testing accommodations for ACT/SAT testing.

## Assist in Job Career Placement

Since vocational education considers job placement a successful outcome for students, the VRE may be asked to work with the placement staff to ensure that the students with disabilities receive the assistance required for the transition from school to work or further training. VREs can provide placement information that is beneficial in matching the student with an employer; this information includes a graduating senior's strengths and weaknesses. The VRE may also coordinate contact with adult agencies for services after graduation; disseminate knowledge of community services and employers; and conduct inservice for graduating seniors to review pre-employment skills such as interviewing, application completion, and interview follow-up. The

VRE is also able to work on job development for the purpose of placing students with disabilities. The VRE may be relied on for employer contacts, job surveys, and ongoing job support.

## Promote Student Organizations

Many times the VRE will be asked to assist in the operation, organization, and supervision of the various vocational student organizations (VSOs). The function and purpose of these organizations are varied, but together they provide the student with disabilities the opportunity to advance leadership skills, become part of a group and participate in extracurricular activities.

### *Vocational Industrial Clubs of America (VICA)*

VICA is a national organization for trade, industrial, technical, and health occupations students enrolled in public high schools, vocational centers, area vocational schools and two-year colleges. VICA has an annual membership of 250,000 students organized into 12,000 chapters throughout the U.S., Puerto Rico, Guam and the Virgin Islands. VICA provides quality educational experiences for students in leadership, teamwork, citizenship and character development. It reinforces self-confidence, work attitudes and communication skills. VICA emphasizes total quality at work, high ethical standards, superior work skills, lifelong education and pride in the dignity of work. VICA prides its reputation on partnerships with business, education and students. Over 15,000 teachers and school administrators serve as professional members of VICA and over 300 businesses, corporations, trade associations, and labor unions support VICA through financial contributions, supervision and involvement of their employees with the VICA association. VICA programs include local, state and national competitions in which the students demonstrate their occupational and leadership skills.

### *DECA: An Association of Marketing Students*

DECA provides members and teachers with leadership and educational activities to coincide with the classroom instructional program. DECA is a part of the curriculum and is not considered to be an extracurricular activity. DECA is made up of over 180,000 members in all fifty states. DECA's goal is for all student members to develop a career success kit to carry with them after high school graduation. This kit contains the occupational competencies necessary for a career in marketing, management or entrepreneurial areas. Leadership, social and business etiquette, civic responsibility, ethical behavior, and the role of the free enterprise system in a global economy are also part of the career kit.

### *Future Business Leaders of America (FBLA)*

FBLA is an association of students preparing for careers in business and business-related fields. The goals of FBLA are to promote competent business leadership, understand the American business enterprise, establish career goals, encourage scholarship, develop character and self-confidence, and facilitate the transition from school to work. FBLA benefits students by teaching them about business careers, establishing occupational goals, providing experience with business and management, learning responsibility and providing opportunities for these experiences.

### *The National FFA Organization*

The FFA is dedicated to making a positive difference in the lives of young people by developing their potential for leadership, personal growth, and career success through agricultural education. The goals of FFA include developing agricultural leadership; increasing awareness of the importance of agriculture and it's contribution to the well-being of America; promoting agriculture as a career; encouraging the wise usage of human, natural, and environmental resources; developing interpersonal skills in teamwork, communications, human relations, and social interactions; and promoting healthy lifestyles, cooperative attitudes among people, and excellence in scholarship.

### *Future Homemakers of America/ Home Economic Related Occupations (FHA/HERO)*

FHA/HERO is an organization that helps young men and women become leaders and address important personal, family, work, and social issues through family and consumer sciences education. There are over 240,000 members in the United States, Puerto Rico, and the Virgin Islands that use individual and team projects to develop thinking and decision-making skills, and recognize student achievement.

## Participate in Public Relations Activities

Often the VRE will be called upon to present information to various community groups; moderate or chair a panel discussion on various topics, facilitate or assist with parades and shows, and otherwise promote the growth of vocational education.

**Tours**: Often the VRE will serve as a tour guide because they are familiar with the various programs in the building, or they may choose to initiate a tour program by training a group of students to be vocational student ambassadors and conduct public tours.

**Presentations**: The VRE can serve as a presenter to groups in the community, educational groups and other targeted groups.

**In-house Activities**: The VRE can chair committees for educational reviews; serve on advisory, program improvement, accreditation, and curriculum committees; and represent the school at various educational groups in the school district.

**Open Houses**: The VRE can supervise the open house activity by serving as part of the committee, soliciting door prizes, assisting in the promotion of the open house, helping organize a local radio live remote broadcast, and acting as a host for guests.

**Community Committees**: The VRE can have key input into some of the community's local committees, such as the Sheltered Workshop Board, Mental Health Board, Senate Bill 40, Special Olympics, or local manufacturers group.

**Civic Organizations**: The VRE should maintain membership in some civic organizations.

# Evaluate VRE Services

The VRE needs to continually monitor and evaluate their services to ensure that the needs of the students, instructors and administrators are being met. Evaluation is the task of determining the worth or value of the services; if these services' objectives are being met; and if the services change to meet the needs of students, teachers, instructors and administrators. The goals for the VRE's services should be set at the beginning of the year by the VRE, the VRE's administrator, the VRE's advisory committee, or a combination of these individuals. An advisory committee consists of individuals from industry, local employers, parents and students. The goals should state both short-term (those to be met during the course of the year) and long-term objectives for the services.

The short-term goals might include:

- Student performance, behaviors, and participation;
- Monitoring of student progress;
- Communication between instructor, parents, and student; and
- Coordination of support services to the student.

The long-term goals might include:

- Follow-up data on students;
- Program improvement suggestions;
- Compilation of follow-up data (five year); and
- Summary of performance.

Once the goals have been written, the VRE, the VRE's administrator and the VRE's advisory committee should determine a plan for implementing and evaluating these goals.

## *Formative and Cumulative Evaluation*

Evaluation should be both ongoing (formative) and cumulative (summative). Formative evaluation is continuous throughout the year and looks at processes and products of the programs. Summative evaluation looks at all of the formative data and provides an end of the year look at the progress made.

Formative evaluations can:

- Aid in monitoring, coordinating, and controlling programs.
- Allow input during the process,
- Facilitate communication among staff, and
- Provide for informed decisions on program adjustments.

Summative evaluation looks at program effectiveness in terms of:

- Impact of the program on students,
- Degree to which program objectives are met,
- Cost effectiveness of the program improvement, and
- Recommendations for program improvement.

One form of ongoing (formative) evaluation is quarterly grade reports of students with disabilities in vocational classes. The end of the year (summative) grade report can help a VRE know if annual goals were met (assuming passing grades were one of the annual goals).

## *Evaluating VRE Activities*

Once the VRE's program activities have been established, a method of how they will be evaluated should also be determined. Listed below are some ideas of how certain activities should be evaluated.

| Activities | Evaluation |
|---|---|
| Working with instructors: | Time spent with instructors, changes agreed upon and implemented, number of passing students. |
| Modifying curriculum: | Evidence of the modifications and how it helped the student. |
| Modifying facilities and equipment: | Evidence of the modifications and how it helped the student. |
| Working with special education staff: | Time spent, activities engaged in, number of students passing vocational class and/or number of students enrolling in vocational class. |
| Acting as an advocate for students with disabilities: | IEP meetings, disciplinary meetings, parent meetings, teacher meetings and outcomes of situations. |
| Providing support services: | Types of service provided, time spent and outcome. |
| Monitoring student progress: | Progress reports, quarterly grades. |
| Assisting in placement and follow-up: | Job development activities, outcome of student placement. |

### *Surveys*

The easiest and by far most accurate evaluations can be obtained by surveying the particular group being served. The VRE can use the information gathered from administrators, vocational teachers and special education instructors to ensure that her/his program is addressing each of their needs. The information can also be used to determine if the coordination of services is being done in a timely and efficient manner. In addition, the student's performance, behaviors and participation information can be obtained in an instructor survey. In each case, the survey should be brief, easy to answer and convenient to return.

Survey questions may vary but could include:

- Do you know the VRE's duties and responsibilities?
- How do you schedule the VRE's services?
- Are there any problems in scheduling those services?
- Is the VRE responsive to the needs of your students and to your needs?
- How many students have been identified to you by the VRE?
- How much time does the VRE spend working with these students?
- Do you feel the VRE helped you with your vocational class?

Examples of survey forms can be found in the *Resources* chapter on pages 109-112.

### *Vocational Education Data System*

Follow-up data on students can be accomplished by a number of methods. One of the most reliable is the Vocational Education Data System (VEDS), a 180-day follow-up employment survey that is required by the Department of Elementary and Secondary Education for all vocational students. This survey includes information on the student's job title, job duties, rate of pay, work hours and whether the job is related to the area of instruction. Vocational instructors are required to gather the information on the previous year's completers from their programs. As this data is collected, the VRE can also gather information on students with disabilities and put the information into a database for use in program evaluation activities. This data may then be reused for the five year follow-up to provide even more long-range information.

## Conclusion

Whether the duties VREs perform fall within or outside of the parameters of the VRE's primary role, these duties need to be performed so that VREs serve as an advocate for students with disabilities and so that the needs of these students are met. VREs can ensure that their services are benefiting the student and the vocational program by continually evaluating the services they perform.

## Suggested Texts

Armstrong, Thomas. *Multiple Intelligences in the Classroom.* Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Cole, Robert W., ed. *Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners.* Alexandria, VA: Association for Supervision and Curriculum Development, 1995.

Curwin, Richard. L., and Allen N. Mendler. *Discipline with Dignity.* Bloomington, IN: National Educational Service, 1988.

Department of Elementary and Secondary Education. *Excellence through Instructional Management: Vocational Instructional Management System in Missouri.* Jefferson City: Department of Elementary and Secondary Education, 1985.

Department of Elementary and Secondary Education. *Missouri Vocational Administrative Planning Guide.* Jefferson City: Department of Elementary and Secondary Education, 1995. (This Guide is updated on a regular basis.)

Governor's Council on Disability. *Directory of Resources for Missourians with Disabilities.* State of Missouri: Department of Labor and Industrial Relations, 1996. (This Directory is revised every other year.)

Harmin, Merrill. *Inspiring Active Learning: A Handbook for Teachers.* Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Hruska, Connie F., Suelaine Matthews, Arden Boyer-Stephens, Margaret Scobee, Alana Timora, Gretchen Blythe, and Ellen Feldmann. *Missouri Higher Education Opportunities for Students with Disabilities: A Transition Guide with College and University Profiles.* University of Missouri-Columbia: Instructional Materials Laboratory, 1996.

Johnson, David W., Roger T. Johnson, and Edyth J. Holubec. *Cooperative Learning in the Classroom.* Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Kearns, Donna, Jill Williams-Graham, Joella Jones, and Stephanie Lewis. *Basic Skills Instructor Manual.* University of Missouri-Columbia: Instructional Materials Laboratory, 1994.

Kohn, Alfie. *Beyond Discipline: From Compliance to Community.* Alexandria, VA: Association for Supervision and Curriculum Development, 1996.

Mamchur, Carolyn. *A Teacher's Guide to Cognitive Type Theory and Learning Style.* Alexandria, VA: Association for Supervision and Curriculum Development, 1996.

Meers, Gary D., ed. *Handbook of Special Vocational Needs Education*. Rockville, MD: Aspen Publishers, 1987.

Polloway, Edward A. *Strategies for Teaching Learners with Special Needs*. 5th ed. New York: Macmillan, 1993.

Reid, D. Kim. *Teaching the Learning Disabled: A Cognitive Developmental Approach*. Boston: Allyn and Bacon, 1988.

Sarkees-Wircenski, Michelle, and John L. Scott. *Vocational Special Needs*. Homewood, IL: American Technical Publishers, 1995.

## State Resources

**Center for Innovation in Special Education (CISE)**
601 Business Loop 70 West, Suite 152
Columbia, MO 65211
800-976-2473
mocise@muccmail.missouri.edu
*http://tiger.coe.missouri.edu/~mocise*

**Instructional Materials Laboratory**
University of Missouri-Columbia
8 London Hall
Columbia, MO 65211
800-669-2465
*www.iml.ps.missouri.edu*

**Missouri Assistive Technology Project**
4731 South Cochise, Suite 114
Independence, MO 64055-6975
800-647-8557
matpmo@gni.com

**Missouri Department of Elementary and Secondary Education**
P.O. Box 480
Jefferson City, MO 65102
573-751-4212
*http://services.dese.state.mo.us/index*

**Division of Special Education**
573-751-5739
*http://services.dese.state.mo.us/divspeced/index.html*

**Division of Vocational and Adult Education**
573-751-2660
*http://services.dese.state.mo.us/divvoced/index.html*

**Vocational Special Needs**
573-751-4192
*http://services.dese.state.mo.us/divvoced/vocspecneeds*

**Division of Vocational Rehabilitation**
3024 West Truman Road
Jefferson City, MO 65109-0525
573-751-3251
*http://services.dese.state.mo.us/divvocrehab/index.html*

**Missouri Protection and Advocacy Services, Inc.**
925 South Country Club Dr.
Jefferson City, MO 65101
573-893-3333
800-233-3958 (St. Louis)
800-233-3959 (Kansas City)
800-392-8667 (Jefferson City)

**Missouri Technology Center for Special Education**
University of Missouri-Kansas City
School of Education-Room 24
5100 Rockhill Road
Kansas City, MO 64110-2499
816-235-1040
meadm@smlpgate.umkc.edu
*http://techctr.educ.umkc.edu*

**Rehabilitation Services for the Blind**
210C East High St.
Jefferson City, MO 65101
800-592-6004

**Talking Tapes for the Blind**
16 Sunnen Drive, Suite 162
St. Louis, MO 63143
314-968-2557

**Wolfener Library for the Blind and Physically Handicapped**
P.O. Box 387
Jefferson City, MO 65101
573-751-8720
*http://mosl.sos.state.mo.us/lib-ser/wolf/wolf.html*

## National Resources

**American Association for Vocational Instructional Materials**
220 Smithonia Road
Winterville, GA 30683
706-742-5355
800-228-4689

**American Foundation for the Blind**
11 Penn Plaza, Suite 300
New York, NY 10001
212-502-7600
800-232-5463
*www.afb.org/afb*

**American Speech-Language-Hearing Association**
10801 Rockville Pike
Rockville, MD 20852-3279
301-897-5700
800-638-8255
*www.asha.org*

**The ARC (Association for Retarded Citizens) of the United States**
500 East Border Street, Suite 300
Arlington, TX 76010
817-261-6003
800-433-5255
thearc@metronet.com
*http://thearc.org*

**The Association for Persons with Severe Handicaps (TASH)**
29 West Susquehanna Ave., Suite 210
Baltimore, MD 21204
800-482-8274
tash@tash.org
*www.tash.org*

**Association for Supervision and Curriculum Development**
1250 North Pitt Street
Alexandria, VA 22314-1453
703-549-9110
800-933-2723
member@ascd.org
*www.ascd.org*

**Attention Deficit Disorder Association**
9930 Johnnycake Ridge Rd., Suite 3E
Mentor, OH 44060
216-350-9595
800-487-2282
*www.add.org*

**Autism Society of America**
7910 Woodmont Ave., Suite 650
Bethesda, MD 20814-33015
301-657-0881
800-3Autism
*www.autism-society.org*

**Children with Attention Deficit Disorder**
499 NW 70th Ave., Suite 101
Plantation, FL 33317
305-587-3700
800-233-4050
*www.chadd.org*

**Center on Education and Work**
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
Madison, WI 53706
800-446-0399
cewmail@soemadison.wisc.edu
*www.cew.wisc.edu*

Publication Unit
School of Education
964 Educational Sciences Building
1025 W. Johnson St.
Madison, WI 53706
608-263-4357
800-446-0399
*www.cew.wisc.edu/htmldocs/pub/pub.htm*

**Center for Occupational Research and Development (CORD)**
P.O. Box 21689
Waco, TX 76702-1689
800-972-2766
*www.cord.org*

**Curriculum and Instructional Materials Center**
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Ave.
Stillwater, OK 74074-4364
405-743-5154
800-654-4502
*www.okvotech.org/cimc/home.htm*

**Department of Vocational and Technical Education**
University of Illinois at Urbana-Champaign
345 Education Building
1310 South Sixth Street
Champaign, IL 61801
217-333-0807
*http://hre.ed.uiuc.edu*

**Educational Resources Information Center (ERIC)**
4-194 Center for Science and Technology
Syracuse University
Syracuse, NY 13244-4100
315-443-3640
800-464-9107
askeric@ericir.syr.edu
*http://ericir.syr.edu*

**ERIC Clearinghouse on Disabilities and Gifted Education**
The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 20101-1589
800-328-0272
703-264-9449
*www.cec.sped.org/er-menu.htm*

**HEATH Resource Center**
One Dupont Circle, NW, Suite 800
Washington, DC 20036-1193
202-939-9320
202-939-9712 (TTY)
*http://ace-info-server.nche.edu/Programs/HEATH/home.html*

**Illinois State Curriculum Center**
University of Illinois at Springfield, K-80
Springfield, IL 62794-9243
800-252-4822
iscc@uis.edu
*www.uis.edu/~iscc*

**Institute on Community Integration**
College of Education and Human Development
University of Minnesota
102 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
612-624-6300
*www.ici.coled.umn.edu/ici*

**Job Accommodation Network**
West Virginia University
918 Chestnut Ridge Road, Suite 1
P.O. Box 6080
Morgantown, WV 26506-6080
800-526-7234
jan@jan.icdi.wvu.edu
*www.jan.wvu.edu*

**Learning Disabilities Association of America**
4156 Library Road
Pittsburgh, PA 15234
412-341-1515
ldanatl@usaor.net
*www.best.com/~ldanatl*

**National Center for Learning Disabilities**
381 Park Avenue South, Suite 1420
New York, NY 10016
212-545-7510
*www.ncld.org*

**National Center for Research in Vocational Education**
University of California at Berkeley
2030 Addison St., Suite 500
Berkeley, CA 94720-1674
800-762-4093
510-642-4004
*http://vocserve.berkeley.edu*

**National Center for Youth with Disabilities**
The National Resource Library
University of Minnesota
Box 721
420 Delaware Street SE
Minneapolis, MN 55455
612-626-2825
*www.peds.umn.edu/centers/ihd*

**National Council on Disability**
1331 F Street, NW, Suite 1050
Washington, DC 20004-1107
202-272-2004
202-272-2074 (TTY)
*www.ncd.gov*

**National Down Syndrome Congress**
1605 Chantilly Drive, Suite 250
Atlanta, GA 30324
404-633-1555
800-232-6372
ndsc@charitiesusa.com
*www.carol.net/~ndsc*

**National Down Syndrome Society**
666 Broadway, 8th Floor
New York, NY 10012-2317
212-460-9330
800-221-4602
info@ndss.org
*www.ndss.org*

**National Educational Service**
1610 West Third Street, P.O. Box 8
Bloomington, Indiana 47402
800-733-6786

**National Information Center for Children and Youth with Disabilities (NICHCY)**
P.O. Box 1492
Washington, DC 20013-1492
800-695-0285
*www.nichcy.org*

**National Information Center on Deafness**
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002-3695
202-651-5051
202-651-5052 (TTY)
nicd@gallux.gallaudet.edu
*www.gallaudet.edu:80/~nicd*

**National Rehabilitation Information Center**
8455 Colesville Road, Suite 935
Silver Spring, MD 20910-3319
301-588-9284
301-495-5626 (TTY)
800-346-2742
*www.naric.com/naric*

**North Central Association**
Arizona State University
P.O. Box 873011
Tempe, AZ 85287-3011
602-965-8700
800-525-9517
nca@nca.asu.edu
*www.nca.asu.edu*

**Ohio Agricultural Education**
Curriculum Materials Service
254 Agricultural Administration Building
2120 Fyffe road
The Ohio State University
Columbus, OH 43210-1067
614-292-4848
*http://ad254-5.ag.ohio-state.edu/OCMS/OCMS.html*

**The Orton Dyslexia Society**
Chester Building, Suite 382
8600 LaSalle Road
Baltimore, MD 21286-2044
410-296-0232
800-222-3123
info@ods.org
*http://ods.org*

**ORYX Press**
4041 North Central Ave., Suite 700
Phoenix, AZ 85012-3397
602-265-2651
800-279-6799
info@oryxpress.com
*www.oryxpress.com*

**Recording for the Blind and Dyslexic**
20 Roszel Road
Princeton, NJ 08540
609-452-0606
800 221-4792
*www.rfbd.org*

**Trace Research and Development Center**
University of Wisconsin-Madison
S-151 Waisman Center
1500 Highland Avenue
Madison, WI 53705-2280
608-262-6966
608-263-5408 (TTY)
info@trace.wisc.edu
*www.trace.wisc.edu*

**U.S. Department of Education**
**Office of Special Education and Rehabilitative Services (OSERS)**
Clearinghouse on Disability
330 C Street SW
Switzer Building, Room 3132
Washington, DC 20202-2524
202-205-8241
*www.ed.gov/offices/OSERS*

**The United Cerebral Palsy Associations, Inc.**
1660 L Street NW, Suite 700
Washington, DC 20036-5602
202-776-0406
202-973-7197 (TTY)
800-USA-5-UCP
ucpnatl@ucpa.org
*www.ucpa.org*

**United States Government Printing Office (GPO)**
Superintendent of Documents
P.O. Box 371954
Pittsburgh, PA 15250-7954
202-512-1800
*www.access.gpo.gov*

# Sample Informal Assessment Instruments: Student Interview

Date _____

Name _____ School _____

Age ____ Grade ____ Birth date _____

**Interests and Activities:**

1. What do you like to do most when you are not working or going to school?
   Sports? ____ Clubs/Organizations? ____ Hobbies?____

2. Do you have any jobs at home? ____ Yes ____ No What?_____

3. What job(s) do you think you would like to do and be good at doing?
   Why?_____

**Educational Interests:**

4. Would you like to enroll in a vocational program?_____ Which one? _____

5. Have you had any previous work training?_____ What? _____

6. What do you plan to do after high school?
   College_____ Employment (type of job?)_____
   Military Service_____
   Trade School_____ Other_____

**Occupational and Career Awareness:**

7. What do employers look for when they hire someone?_____

8. What are some reasons people get fired from jobs?_____

9. What would an employer like about you?_____

   What would an employer not like?_____

**Attitude and Self-Knowledge:** Check the ones that best describe you.

| Most of the Time | Sometimes | Never | |
|---|---|---|---|
| | | | Dependable |
| | | | Punctual |
| | | | Patient |
| | | | Even-Tempered |
| | | | Completes Tasks |
| | | | Well-Groomed |

| Most of the Time | Sometimes | Never | |
|---|---|---|---|
| | | | Likes to Work with Others |
| | | | Likes to Work Alone |
| | | | Likes to Learn Something New |
| | | | Completes Daily Chores/Handles Responsibilities at Home |

**Preferred Working Conditions:** Think carefully about the following work conditions. Each group lists conditions that are very different. Check **one** condition that you prefer in each numbered row.

| | | | |
|---|---|---|---|
| 1. | ____ indoors | ____ outdoors | ____ both |
| 2. | ____ with people | ____ with things | ____ with ideas |
| 3. | ____ moving around | ____ sitting/standing still | ____ both |
| 4. | ____ busy place | ____ quiet place | ____ both |
| 5. | ____ wear uniform | ____ dress clothes | ____ casual clothes |
| 6. | ____ same task | ____ different tasks | ____ both |
| 7. | ____ unskilled | ____ semiskilled | ____ skilled |
| 8. | ____ supervised | ____ unsupervised | ____ both |
| 9. | ____ dirty | ____ neat and clean | ____ both |
| 10. | ____ one place | ____ travel | ____ both |
| 11. | ____ daytime | ____ nighttime | ____ both |
| 12. | ____ around danger | ____ safe place | ____ both |

Comments:

Interviewer:_____

# Sample Informal Vocational Assessment Summary

**Student's Name** _____ **Age** _____ **DOB** _____ **Home School** _____ **Grade** _____
**Parent's Name** _____ **Address** _____ **Phone** _____

**I. Goals**

A. Vo-tech training interests
1st choice _____
2nd choice _____

B. Goals/interests for after high school graduation.
1. _____
2. _____
3. _____

C. Parents comments _____
_____
_____
_____

D. **Attach copies of student's 4-year plan and transcripts.**

**II. Background/Readiness**

A. Prior training/experience
1. Work experience
a. Paid _____
b. Volunteer _____
c. Other (school jobs, etc.) _____
_____

B. Course work
1. Practical arts classes and grades.
_____
_____
_____

C. ACCESS SKILLS (E.L.S.) (attach checklist)
_____ Adequate _____ Lacking in some areas

D. Physical characteristics
1. Height _____ 2. Weight _____
3. Vision _____ Glasses _____ Contacts _____

E. Attendance
1. Number of days missed: This year ____ Last year ____
2. Suspension/detentions: This year ____ Last year ____
3. Excessive tardies _____
Reasons _____

F. Grooming/behavior skills

| E = Excellent<br>A = Adequate<br>NI = Needs Improvement | E | A | NI |
|---|---|---|---|
| Wears appropriate clothes | | | |
| Clothes neat and clean | | | |
| Hair neat and clean | | | |
| Takes daily shower/bath | | | |
| Brushes teeth daily | | | |
| Keeps hands clean | | | |
| Uses make-up appropriately | | | |
| Peer interactions | | | |
| Interactions w/authority | | | |
| Reaction to criticism | | | |
| Attention to task | | | |
| Ability to follow oral directions | | | |
| Ability to follow written directions | | | |
| Quality of work | | | |
| Quantity of work | | | |
| Initiative | | | |
| Works safely at all times | | | |
| Turns in assignments | | | |
| Attitude towards school | | | |
| Fine motor skills | | | |
| Gross motor skills | | | |

## III. Recent test data

A. Intelligence
Test _____
Date _____
Verbal _____ Please attach the subscore
Performance _____ tests or diagnostic summary.
Full Scale _____

B. Achievement
Test _____ Date _____
Reading _____
Math _____
Written language _____
Spelling _____

C. Aptitude (Aptitude tests, observations)
ASVAB Date _____ GATB Date _____
OTHER Date _____
Strengths _____ Weaknesses _____
_____ _____
_____ _____
_____ _____
_____ _____

D. Interest Inventory
Inventory Used _____
Areas of Interest _____

E. Preferred Learning Style
_____ Visual Language
_____ Auditory Language
_____ Social Individual
_____ Expressiveness Oral
_____ Kinesthetic
_____ Visual Numerical
_____ Auditory Numerical
_____ Social Group
_____ Expressiveness Written
_____ Other

## IV. Resource Information

A. Special Services Teacher _____
B. Counselor _____
C. Data of last IEP review _____
D. **Attach a copy of IEP** _____

## V. Special learning needs

A. Diagnostic category
_____

B. Areas of strength
1. _____
2. _____
3. _____

C. Areas of weakness
1. _____
2. _____
3. _____

D. Special considerations needed
(Please check)
_____ Notification of special teacher or counselor concerning
_____ reading assignments
_____ written assignments
_____ math assignments
_____ tests
_____ Supplemental study guides or hand outs
_____ Assistance with note-taking
_____ Needs to use calculator
_____ Sit near front of room
_____ Tests read to student
_____ Additional time needed to complete tests
_____ Adjusted course curriculum
_____ Pass/Fail grading
_____ Use of behavior contracts
_____ Career counseling
_____ Monthly progress reports
_____ VRE monitoring/counseling
_____ Parent contact
_____ Other (health related, assistive devices, etc.)

# Sample Observational Checklist

Student's Name: _____

Age: _____ Grade: _____ Is this a self-observation? Yes No

If not, print the observer's name and relationship to student: _____ Date: _____

Please answer the following. Questions 1-9 should help you determine the types and amount of ***structure*** this student needs.

1. This student works best when tasks are:
   a. short-term
   b. long-term

2. S/he prefers tasks to be:
   a. assigned by an adult
   b. cooperatively planned

3. S/he prefers tasks to be:
   a. given at regular, predictable intervals of time
   b. given at random

4. S/he works best when:
   a. under pressure
   b. free of demands

5. S/he works best when:
   a. assignments are broken into smaller parts
   b. large tasks are given

6. His/her pace of work is:
   a. methodical
   b. impulsive

7. S/he:
   a. often asks for specific direction
   b. sometimes asks for specific directions
   c. rarely asks for directions

8. S/he:
   a. needs someone to tell him/her what to do
   b. works well without supervision

9. S/he:
   a. often fails to finish tasks on time.
   b. finishes some tasks on time.
   c. almost always finishes tasks on time.

Questions 10-12 should help you determine the type of ***social environment*** in which this student learns best.

10. This student prefers to work __ while learning.
    a. alone
    b. in a group of peers
    c. with one other peer
    d. with an older child or adult

11. S/he likes __ activities.
    a. competitive
    b. cooperative

12. S/he:
    a. often seeks help from older students or adults
    b. often seeks help from other students about the same age
    c. rarely seeks help

Questions 13-19 should help you determine what types of ***adjustments in the environment*** would help this student.

13. S/he learns best when reinforcement is:
    a. frequent
    b. moderate
    c. infrequent

14. While working on an assignment or studying for a test, s/he is:
    a. sensitive to distractions
    b. not bothered by potential distractions

15. S/he works best in the:
    a. early morning
    b. late morning
    c. midday
    d. early afternoon
    e. late afternoon
    f. evening
    g. night

16. While in class or when working, s/he:
    a. prefers to eat, drink or chew things
    b. does not like to eat, drink or chew things

17. S/he likes to work with:
    a. a lot of noise
    b. some noise
    c. very little noise
    d. absolutely no noise

18. S/he prefers a __ level of physical activity.
    a. high
    b. low

19. S/he likes to __ while learning.
    a. sit in one place
    b. move from place to place

Questions 20-28 should help you determine this student's preferred ***modes of learning***.

20. Put an X in the "preference" column by the activities the student prefers to do, and put an X in the "ability" column by the activities s/he is good at. (P = Preference A = Ability)

| P | A | |
|---|---|---|
| ____ | ____ | reading |
| ____ | ____ | writing |
| ____ | ____ | art projects |
| ____ | ____ | group projects |
| ____ | ____ | game playing |
| ____ | ____ | oral exams |
| ____ | ____ | using the media center |
| ____ | ____ | doing math problems |
| ____ | ____ | doing scientific experiments |
| ____ | ____ | watching films or slides |
| ____ | ____ | participating in a spelling bee |
| ____ | ____ | building things |

| P | A | |
|---|---|---|
| ____ | ____ | taking trips or tours |
| ____ | ____ | making speeches/oral presentations |
| ____ | ____ | talking in class |
| ____ | ____ | designing things (i.e., a doll house) |
| ____ | ____ | working at the chalkboard |
| ____ | ____ | playing instrumental music |
| ____ | ____ | planning activities |
| ____ | ____ | doing problem-solving activities |
| ____ | ____ | doing laboratory work |
| ____ | ____ | writing letters, stories, poems or plays |
| ____ | ____ | participating in skits or plays |

21. S/he reads:
    a. rapidly
    b. at a moderate pace
    c. slowly

22. S/he:
    a. likes to look at pictures
    b. doesn't like to look at pictures

23. S/he follows visual instructions:
    a. very well
    b. moderately well
    c. poorly

24. S/he follows verbal instructions:
    a. very well
    b. moderately well
    c. poorly

25. S/he states __ verbal messages:
    a. very clear and easily understood
    b. fairly clear
    c. unclear

26. S/he writes __ sentences.
    a. very clear and easily understood
    b. fairly clear
    c. unclear

27. Generally, his/her verbal skills are:
    a. very good
    b. good
    c. poor

28. Generally, his/her writing skills are:
    a. very good
    b. good
    c. poor

# CITE Learning Styles Instrument

| | Most Like Me | | | Least Like Me |
|---|---|---|---|---|
| 1. When I make things for my studies, I remember what I have learned better. | 4 | 3 | 2 | 1 |
| 2. Written assignments are easy for me to do. | 4 | 3 | 2 | 1 |
| 3. I learn better if somone reads a book to me than if I read silently to myself. | 4 | 3 | 2 | 1 |
| 4. I learn best when I study alone. | 4 | 3 | 2 | 1 |
| 5. Having assignment directions written on the board makes them easier to understand. | 4 | 3 | 2 | 1 |
| 6. It's harder for me to do a written assignment than an oral one. | 4 | 3 | 2 | 1 |
| 7. When I do math problems in my head, I say the numbers to myself. | 4 | 3 | 2 | 1 |
| 8. If I need help in the subject, I will ask a classmate for help. | 4 | 3 | 2 | 1 |
| 9. I understand a math problem that is written down better than one I hear. | 4 | 3 | 2 | 1 |
| 10. I don't mind doing written assignments. | 4 | 3 | 2 | 1 |
| 11. I remember things I hear better than things I read. | 4 | 3 | 2 | 1 |
| 12. I remember more of what I learn if I learn it when I am alone. | 4 | 3 | 2 | 1 |
| 13. I would rather read a story than listen to it read. | 4 | 3 | 2 | 1 |
| 14. I feel like I talk smarter than I write. | 4 | 3 | 2 | 1 |
| 15. If someone tells me three numbers to add, I can usually get the right answer without writing them down. | 4 | 3 | 2 | 1 |
| 16. I like to work in a group because I learn from others in my group. | 4 | 3 | 2 | 1 |
| 17. Written math problems are easier for me to do than oral ones. | 4 | 3 | 2 | 1 |
| 18. Writing a spelling word several times helps me remember it better. | 4 | 3 | 2 | 1 |
| 19. I find it easier to remember what I have heard than what I have read. | 4 | 3 | 2 | 1 |
| 20. It is more fun to learn with classmates at first, but it is hard to study with them. | 4 | 3 | 2 | 1 |
| 21. I like written directions better than spoken ones. | 4 | 3 | 2 | 1 |
| 22. If homework were oral, I would do it all. | 4 | 3 | 2 | 1 |
| 23. When I hear a phone number, I can remember it without writing it down. | 4 | 3 | 2 | 1 |
| 24. I get more work done when I work with someone. | 4 | 3 | 2 | 1 |

| | Most Like Me | | | Least Like Me |
|---|---|---|---|---|
| 25. Seeing a number makes more sense to me than hearing a number. | 4 | 3 | 2 | 1 |
| 26. I like to do things like simple repairs or crafts with my hands. | 4 | 3 | 2 | 1 |
| 27. The things I write on paper sound better than when I say them. | 4 | 3 | 2 | 1 |
| 28. I study best when no one is around to talk or listen to. | 4 | 3 | 2 | 1 |
| 29. I would rather read things in a book than have the teacher tell me about them. | 4 | 3 | 2 | 1 |
| 30. Speaking is a better way than writing if you want someone to understand what you really mean. | 4 | 3 | 2 | 1 |
| 31. When I have a written math problem to do, I say it to myself to understand it better. | 4 | 3 | 2 | 1 |
| 32. I can learn more about a subject if I am with a small group of students. | 4 | 3 | 2 | 1 |
| 33. Seeing the price of something written down is easier for me to understand than having someone tell me the price. | 4 | 3 | 2 | 1 |
| 34. I like to make things with my hands. | 4 | 3 | 2 | 1 |
| 35. I like tests that call for sentence completion or written answers. | 4 | 3 | 2 | 1 |
| 36. I understand more from a class discussion than from reading about a subject. | 4 | 3 | 2 | 1 |
| 37. I remember the spelling of a word better if I see it written down than if someone spells it out loud. | 4 | 3 | 2 | 1 |
| 38. Spelling and grammar rules make it hard for me to say what I want to in writing. | 4 | 3 | 2 | 1 |
| 39. It makes it easier when I say the numbers of a problem to myself as I work it out. | 4 | 3 | 2 | 1 |
| 40. I like to study with other people. | 4 | 3 | 2 | 1 |
| 41. When teachers say a number, I really don't understand it until I see it written down. | 4 | 3 | 2 | 1 |
| 42. I understand what I have learned better when I am involved in making something for the subject. | 4 | 3 | 2 | 1 |
| 43. Sometimes I say dumb things, but writing gives me time to correct myself. | 4 | 3 | 2 | 1 |
| 44. I do well on tests if they are about things I hear in class. | 4 | 3 | 2 | 1 |
| 45. I can't think as well when I work with someone else as when I work alone. | 4 | 3 | 2 | 1 |

# Score Sheet, CITE Learning Styles Instrument

### Visual Language
5: _____
13: _____
21: _____
29: _____
37: _____
Total _____ x 2 = _____Score

### Visual Numerical
9: _____
17: _____
25: _____
33: _____
41: _____
Total _____ x 2 = _____ Score

### Auditory Language
3: _____
11: _____
19: _____
36: _____
44: _____
Total _____ x 2 = _____ Score

### Social-Individual
4: _____
12: _____
20: _____
28: _____
45: _____
Total _____ x 2 = _____ Score

### Social-Group
8: _____
16: _____
24: _____
32: _____
40: _____
Total _____ x 2 = _____ Score

### Expressiveness-Oral
6: _____
14: _____
22: _____
30: _____
38: _____
Total _____ x 2 = _____ Score

### Auditory Numerical
7: _____
15: _____
23: _____
31: _____
39: _____
Total _____ x 2 = _____ Score

### Kinesthetic-Tactile
1: _____
18: _____
26: _____
34: _____
42: _____
Total _____ x 2 = _____ Score

### Expressiveness-Written
2: _____
10: _____
27: _____
35: _____
43: _____
Total _____ x 2 = _____ Score

Score: 33 - 40 = Major Learning Style
20 - 32 = Minor Learning Style
5 - 20 = Negligible Use

# CITE Teaching Strategies Plan

Chack areas needed for successful instruction.

Student Name: _____ Date: _____

*Auditory Numerical*

___ 1. Drill on learning number sequences with an increasing number of digits.
___ 2. Student may need to say a problem to him/herself while working on the solution.

*Expressiveness - Written*

___ 1. Provide illustrations to supplement reading material.
___ 2. Diagram the described response from learner.
___ 3. Use pictures/illustrations directly related to the material.
___ 4. Use programmed learning to develop written expression.

*Expressiveness - Oral*

___ 1. Aid the students in organizing the concepts so they can express themselves in terms of the new information.
___ 2. Expect feedback of small parts of the instruction so that reinforcement becomes a stimulus for further work.

*Social-Individual*

___ 1. Boost student's ego occasionally to improve self-concept.
___ 2. Compliment student when appropriate.
___ 3. Take personal interest in student.
___ 4. Help the student to become confident about what s/he ***can*** do.
___ 5. Provide a quiet place for student to work alone.

*Social-Group*

___ 1. Involve student in group work.
___ 2. If situation allows, use this student in minor leadership roles, e.g., shop foreman.
___ 3. Show personal interest in student.
___ 4. Provide small group activities.

*Kinesthetic-Tactile and Motor Skills*

___ 1. Enlarge space for responses, or use blackboard.
___ 2. Separate skills into their tasks and teach individually; after mastery, recombine tasks into a skill and practice.
___ 3. Enlarge spaces between lines.
___ 4. Provide hands-on experiences whenever possible (touching/feeling a machine or tool in development of skill in using it).
___ 5. Avoid placing a student with poor motor skills in an embarrassing situation; instead, provide repetition and explicit directions.

*Visual Numerical (arithmetic readiness)*

___ 1. Give fewer problems at one time.
___ 2. Fold worksheets into sections that present a few problems at one time.
___ 3. Provide manipulation of concrete objects, such as puzzles or letters, then progress to interpretation of abstract concepts.
___ 4. Tape (record) directions and reading material for those having difficulty with directions, sequencing and memory.
___ 5. Arrange problems in order of difficulty.
___ 6. Provide for extra skill practice that vary somewhat from the original instruction.

*Visual Perception and Visual Skills (language and numerical)*

___ 1. Enlarge print size.
___ 2. Reduce distractions or use fewer problems/page.
___ 3. Increase space for writing answers or provide separate answer sheet.
___ 4. Retype materials double spaced or larger.
___ 5. Use color codes to emphasize important information and directions.
___ 6. Provide arrows to direct movement in certain directions.
___ 7. Frame, highlight or outline shapes.
___ 8. Have learner trace shapes and/or letters.
___ 9. If the material is visually confusing, cut a window of construction paper to focus on one part at a time.
___ 10. Color code topic sentence or direction or math symbols.

*Auditory Language*

___ 1. Modify language level (vocabulary).
___ 2. If oral directions are not being understood, also provide written directions or record them on tape.
___ 3. Use a peer tutor to coach the student through step-by-step directions or materials.
___ 4. Vary voice pitch and accent the important items so that students recognize significant information.
___ 5. Simplify and reduce the difficulty level of the instruction, or improve the match to student's learning preference style.
___ 6. Prepare a list of new terms in the materials; take time to explain terms.

## Description of the CITE Instrument Nine Style Areas

### Auditory Language

Students who learn from hearing words spoken may vocalize or move their lips or throat while reading, particularly when striving to understand new material. S/he will be more capable of understanding and remembering words or facts that have been heard.

### Visual Language

This student learns well from seeing words in books, on the chalkboard, charts or workbooks. S/he may even write down words that are given orally in order to learn by seeing them on paper. This student remembers and uses information better if s/he has read it.

### Auditory Numerical

This student learns from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy, and s/he may be successful with oral number games and puzzles. This learner may do just as well without her/his math book, for written materials are not important. S/he can probably work problems in his/her head and may say numbers out loud when reading.

### Visual Numerical

This student must see numbers on the board, in a book, or on paper in order to work with them. S/he is more likely to remember and understand math facts when they are presented visually but doesn't seem to need as much oral explanation.

### Auditory-Visual-Kinesthetic Combination

The A-V-K student learns best by experience—doing and self-involvement. S/he profits from a combination of stimuli. The manipulation of material along with accompanying sight and sounds (words and numbers seen and heard) will aid her/his learning. This student may not seem to understand or be able to concentrate or work unless totally involved. S/he seeks to handle, touch and work with what s/he is learning.

### Individual Learner

This student gets more work done alone. S/he thinks best and remembers when the learning has been done alone. This student cares more for his/her own opinions than for the ideas of others. Teachers do not have much difficulty keeping this student from over-socializing during class.

### Group Learner

This student prefers to study with at least one other student, and will not get as much done alone. S/he values others' opinions and preferences. Group interaction increases her/his learning and later recognition of facts. Class observation will quickly reveal how important socializing is to this student.

### Oral Expressive

This student prefers to tell what s/he knows. S/he talks fluently, comfortably and clearly. Teachers may find that this learner knows more than written tests show. S/he is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

### Written Expressive

This learner can write fluent essays and good answers on tests to show what s/he knows. S/he feels less comfortable when oral answers are required. His/her thoughts are better organized on paper than when they are given orally.

# Sample Letter to Parents Regarding Services

*<Date>*

*<Parent(s) Name>*
*<Address>*

Dear *<Parent(s) Name>*:

I'd like to take this opportunity to introduce myself and tell you about services that I can provide for students enrolled in vocational classes.

I am *<name, title>* at *<school name>*. My job is to assist students who are experiencing difficulty in their vocational classes.

I am available to assist in the following areas:

Help a student study for a test.
Read a test for a student.
Assist with class assignments.
Develop better study skills.
Provide a quiet, relaxing environment to study.

If you have any questions, please let me know. My phone number is *<phone number>*. My office is located in *<room number>* at *<school name>*. I welcome a visit from you. If I may be of assistance in any way, do not hesitate to contact me.

Sincerely,

*<Name>*

# Sample Letter to Parents

Dear Parent/Guardian:

The *<name of school>* offers a service that benefits students with disabilities who attend our vocational school. As you know, these students are those who have been in a special program for learning disabilities; EMH; speech, hearing or visually impairments; physical impairments; or any other program that requires an Individualized Education Plan (IEP).

As the Vocational Resource Educator for the *<name of school>*, I am actively involved in helping students make a successful transition from high school to the vocational school. I work with vocational teachers, special education teachers from the sending schools, counselors, administrators and you, as parents or guardians, to achieve the goal of success for your student. Although I am not in the classroom setting, I am available to meet with students to help them adjust to the vocational school and help them solve any problems they may encounter. I hope to get to know students personally and follow their progress throughout the year.

I look forward to working with your child during this school year, and, if at any time, I can be of assistance to you or your student, please don't hesitate to contact me. I can be reached at *<school address>* or *<phone number>*.

Sincerely,

*<name>*
Vocational Resource Educator

Possible Enclosures:
- Career path information
- Listing and description of vocational programs and possible jobs
- Sample four-year plan
- Transition planning information
- Vocational evaluation
- Career assessment information
- Support services information

# Sample Conference/Counseling Record

Name: _____ Sending school: _____

Vocational program instructor: _____ School year: _____

Schedule

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

**********

Date/purpose:

Date/purpose:

Date/purpose:

Date/purpose:

Date/purpose:

Date/purpose:

Date/purpose:

# Sample Progress Report

Student's Name: Grade: Date:

Subject: Present Grade: Reporting Period: 1 2 3 4

Teacher: Home:
School:

## Notice to Parents

This report is part of our continuing effort to keep you advised of the progress of your son/daughter. We have indicated on this sheet some of the factors that are contributing to your child's rate of progress. Any information that you are able to share with us to aid in the instruction process will be appreciated. If you wish to contact a teacher, call the office for a conference time.

| Present Rate of Progress | Areas of Concern | Positive Qualities |
|---|---|---|
| _____ Outstanding performance | _____ Inattention in class | _____ Uses time wisely |
| _____ Making satisfactory progress | _____ Test unsatisfactory | _____ Good self-control |
| _____ Not working up to ability | _____ Lack of preparation | _____ Industrious |
| _____ Near failing | _____ Excessive absences | _____ Cooperative |
| _____ Days absent | _____ Work not completed | _____ Courteous |
| _____ Times tardy to class | _____ Disruptive classroom behavior | _____ Dependable |
| | _____ Talks too much | _____ Responsible |
| | _____ Poor work habits in skill area | _____ Works well with others |

Additional Comments:

Parent's Signature (If requested) Teacher's Signature

# Sample Progress Report

Name: _____ Date: _____ Class: _____

Instructor: _____ Specialist/Counselor: _____ Approximate Grade: _____

A checkmark describes the student. If an item is not checked, the student has not demonstrated the behavior.

| | Shop | Class |
|---|---|---|
| **Social Attitude** | | |
| Polite, respectful and cooperative | ___ | ___ |
| Gets along with others | ___ | ___ |
| Quiet; rarely participates | ___ | ___ |
| Occasional problems with coworkers | ___ | ___ |
| Argumentative | ___ | ___ |
| **Behavior** | | |
| Consistently good behavior | ___ | ___ |
| Needs occasional reminder | ___ | ___ |
| Disruptive | ___ | ___ |
| Indifferent | ___ | ___ |
| **Effort** | | |
| Has accomplished adequate to maximum amount of independent studies | ___ | ___ |
| Accomplishes adequate amount of work in areas of high interest; needs reminders to progress in areas of lower interest | ___ | ___ |
| Works well only on areas of interest; requires direct supervision in areas of lower interest | ___ | ___ |
| **Attitude toward Supervision** | | |
| Responds promptly to supervision | ___ | ___ |
| Seldom questions authority | ___ | ___ |
| Frequently questions authority | ___ | ___ |
| **Grooming** | | |
| Always neat and clean | ___ | ___ |
| Needs reminders about cleanliness | ___ | ___ |
| Does not demonstrate good grooming habits | ___ | ___ |
| **Quality of Work** | | |
| Accurate | ___ | ___ |
| Occasional errors | ___ | ___ |
| Many errors | ___ | ___ |
| **Quantity of Work on Assigned Tasks** | | |
| Above average output | ___ | ___ |
| Satisfactory output | ___ | ___ |
| Just enough to get by | ___ | ___ |
| Wastes time | ___ | ___ |

| | | |
|---|---|---|
| **Time Management** | | |
| Uses time wisely and appropriately; utilizes spare time | ___ | ___ |
| Usually uses time effectively, but needs reminders to utilize spare time | ___ | ___ |
| Does not use time effectively; requires direct supervision to accomplish work on time | ___ | ___ |
| Wastes time when assigned tasks are completed | ___ | ___ |
| **Safety** | | |
| Always works safely | ___ | ___ |
| Needs reminders occasionally to work safely | ___ | ___ |
| Does not use good safety habits | ___ | ___ |
| **Communication** | | |
| Communicates well; can relate both verbally and in writing | ___ | ___ |
| Able to communicate either verbally or in writing, but needs work in one or both areas | ___ | ___ |
| Unable to communicate verbally or in writing; needs additional work in one or both areas | ___ | ___ |
| Makes little or no attempt to communicate; makes little or no response to overtures | ___ | ___ |
| **Classwork** | | |
| Usually does assignments | ___ | ___ |
| Usually behind in assignments | ___ | ___ |
| Usually prepared for written tests | ___ | ___ |
| Needs help preparing for written tests | ___ | ___ |
| Usually prepared for performance tests | ___ | ___ |
| Needs help preparing for performance tests | ___ | ___ |
| **Class Progress** | | |
| Mastering competencies on schedule | ___ | ___ |
| Not mastering competencies due to: | | |
| a. Poor attendance | ___ | ___ |
| b. Lack of effort and/or interest | ___ | ___ |
| c. Limited ability to master skills | ___ | ___ |

Number of absences ____ since____

Number of tardies ____ since ____

**Comments**

Strengths:

Weaknesses:

Other:

# Sample Monthly Progress Report

Name_____ Date_____ Class_____

Instructor_____ Specialist/VRE_____

Approximate Grade_____ Absences_____ Tardies_____ since_____

| Areas of Progress/Concern | Satisfactory | Needs Improvement |
|---|---|---|
| Attendance | _____ | _____ |
| Behavior | _____ | _____ |
| Turns in assignments | _____ | _____ |
| Gets along well with peers/teachers | _____ | _____ |
| Accepts supervision/criticism | _____ | _____ |
| Quality of work is good | _____ | _____ |
| Quantity of work on tasks is good | _____ | _____ |
| Initiative - uses time well | _____ | _____ |
| Shows a good attitude toward class | _____ | _____ |
| Works safely at all times | _____ | _____ |
| Student is groomed neatly and clean | _____ | _____ |
| Does well on tests and is prepared | _____ | _____ |

Additional Comments:

# Sample Progress Report

Name: _____ Class: _____ Date: _____

## Attitude

Toward class

____ Enthusiastic
____ Cooperative
____ Indifferent
____ Not cooperative
____ Disruptive

Toward others

____ Gets along well with others
____ Quiet, rarely interacts with others
____ Occasional problems with coworkers
____ Argumentative

Toward supervision

____ Accepts supervision readily
____ Occasional problems accepting supervision
____ Hostile to supervision

## Class Progress

____ Mastering competencies
____ On schedule
____ Ahead of schedule
____ Not mastering competencies
____ Poor attendance
____ Lack of effort and/or interest
____ Limited ability to master skills

## Work Habits

Initiative

____ Finds tasks to do when assigned work is completed
____ Needs reminders to stay busy
____ Wastes time when assigned task is done

Safety

____ Always works safely
____ Needs reminders to work safely
____ Does not use good safety habits

## Problem Areas

____ None
____ Following instructions
____ Speed and accuracy
____ Completing written work on time
____ Written tasks
____ Performance tasks
____ Daily points earned
____ Staying on task
____ Grooming
____ Other (Please specify)

## Attendance

____ Dates absent Since: _____
____ Dates tardy Since: _____

## Comments

Strengths: _____

Weaknesses: _____

Additional comments (Use back if more space if needed): _____

_____
Instructor's Signature

_____
Student's Signature

# Sample Progress Report

Student_____ School_____

Subject_____ Instructor_____

**Note to the teacher**: Evaluate the student on the following items. Place a check mark opposite the statement that best describes the student's progress. Mark NA if the statement doesn't apply to the student at this time.

| | Lab | Class | NA |
|---|---|---|---|
| **Attendance** | | | |
| Always on time | | | |
| Occasionally absent or late | | | |
| Frequently absent or late | | | |
| **Classroom Behavior** | | | |
| Consistently good behavior | | | |
| Needs occasional reprimand | | | |
| Disruptive | | | |
| Indifferent | | | |
| **Assignments** | | | |
| Always does assignments | | | |
| Usually turns work in | | | |
| Rarely does assignments | | | |
| **Social Attitude** | | | |
| Gets along with others | | | |
| Occasional problems with co-workers | | | |
| Argumentative | | | |
| Rarely participates | | | |
| **Quantity of Work** | | | |
| High output | | | |
| Satisfactory output | | | |
| Enough to get by | | | |
| Wastes time | | | |
| **Attitude Toward Class** | | | |
| Good | | | |
| Adequate | | | |
| Poor attitude | | | |
| **Safety** | | | |
| Always works safely | | | |
| Needs reminders to work safely | | | |
| Does not use good safety habits. | | | |

Number of absences _____ Number of tardies _____

Comments:

VRE needs to talk with student concerning:

At this time, the student's grade is:

A B C D F

# Sample IEP Summary for Vocational Students

Name_____ Sending School_____

Vocational Program_____ Grade_____

Special Services Placement_____

## Testing Information

Intelligence/Date

Verbal:

Performance:

Full Scale:

Aptitude/Date

Achievement/Date

Reading:

Math:

Preferred Learning Style: ___ Auditory ___ Visual ___ Combination

| Strengths | Weaknesses |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

## Vocational Interests/Goals

**Additional Comments** (Health Concerns, Attendance, Behavior, Motivation, Etc.)

# Sample Summary of IEP Information

Student _____ D.O.B. _____ Disability _____

Name of Parent(s) _____

Address _____ Phone _____

Grade _____ Age _____ School _____

Counselor _____ Hall _____ VRE _____

Vocational Class _____ Voc. Instructor _____

Vocational Evaluation Completed: ___ Yes ___ No

Vocational Class was recommended from the Vocational Evaluation ___ Yes ___ No

**Attendance Information**:

**Special Behavior Concerns**:

Added Information: _____

Test Scores: _____

Completed by _____ Date _____

## Sample Information Sheet

Name: _____ School: _____ Grade: ____

Class: _____ Student No.: _____

Special Ed. Teacher/phone: _____

Counselor/phone: _____

Parent(s)/Address: _____

Phone (h):_____ Mom (w): _____ Dad (w): _____

Summary:

Accommodations:

Related IEP Goals:

## Sample Weekly Assignment Form

Class _____

Week _____

Teachers: Please indicate your plans for the coming week. Be sure to list all reading and written assignments, tests, and any special projects you may assign. If you plan to lecture, indicate the lesson(s) you will be covering. If you will be in shop, just write that in the space provided. Thank you.

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Comments _____

Please return to _____ mailbox by Monday.

Class _____

Week _____

Teachers: Please indicate your plans for the coming week. Be sure to list all reading and written assignments, tests, and any special projects you may assign. If you plan to lecture, indicate the lesson(s) you will be covering. If you will be in shop, just write that in the space provided. Thank you.

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Comments _____

Please return to _____ mailbox by Monday.

# Instructional Strategies Samples

**Source:** *Strategies for Students with Special Needs* (1991-92). Columbia, MO: Missouri LINC

A number of strategies may be used by the teacher to better enable students to acquire new knowledge. Some of these strategies include the following:

***Reciprocal instruction*** is a dialogue between the teacher and students regarding the text they are reading or information being presented. The teacher and students take turns leading the discussion with the dialogue structured through the use of four strategies.

1. The passage is examined by exploring important parts, integrating and summarizing.

2. Questions based on the summary are then generated. The questions must be substantive and the answers must be able to be provided by the person generating the question.

3. The passage must be clarified. Many students with reading or learning difficulties may believe the purpose for reading is simply to pronounce words correctly. Deriving meaning from the passage may be inconsequential to some learners. As questions are asked and answers are not available, students should be cued to reread, ask for help or further discuss the possibilities to clarify the information being presented.

4. Predictions must be made about what the author may discuss next. In order to make such predictions, students will have to utilize prior knowledge and try to add to it.

***Reciprocal instructions'*** interactive nature provides support in the learning process. The cooperative efforts between students and teachers utilizing this strategy support the questioning process, while thinking aloud offers structure needed toward acquiring correct responses.

***Scaffolding*** provides temporary and adjustable support in the learning process and is a type of extension of reciprocal teaching. In scaffolding the teacher provides support by explaining, instructing and modeling. This support is temporary while the student is further challenged to use reciprocal instruction independently as the level of comprehension increases (Reid, 1988).

***Test-Teach-Test-Reteach*** as a method has been found to be tried and true but often takes more time than other methods. When using competency-based education, the test-teach-test method meshes easily and therefore works well in vocational education courses and performance-based education. This strategy can be utilized in all classes. This approach delineates the needs of all students, allows the more advanced students to learn at a faster rate and the slower students to explore the information until competency is acquired. Pretesting a student on new information allows the teacher to determine the student's level of skill and adjust curriculum and activities to the needs of each student.

***Cooperative learning*** provides group learning with the goal of reinforcing each other's knowledge and understanding. These groups must be well structured to meet the following criteria:

- No more than 4-6 students in a group;
- Heterogeneous by ability and language;
- Multicultural;
- Provide a fair reward system (group grade may be fair in some situations);
- Administer individual tests, but group members test grades are averaged for final grades;
- Maintain groups for 4-6 weeks to work out group dynamics before changing;
- Describe each member's responsibility, clearly defining specific roles within the group. Roles defined should require different skills so all students can function in some capacity and specify how grades are determined; and
- Student developed group rules with teacher assistance.

Life frequently offers opportunities for cooperative learning. The educational system can teach students how to function in such a capacity by demonstrating and practicing this strategy in the classroom while preparing for life.

***Bridging*** is a strategy used to connect or "bridge" areas such as academics, personal/social, vocational and daily life. When lessons systematically include bridging, students receive practice in generalizing strategies to other life activities. At the same time, teachers can examine students' previous experiences which might enhance or inhibit learning.

***Modeling*** may be necessary for students who have a difficult time utilizing or selecting a strategy to be used in a particular situation. Teachers often must verbally and physically rehearse problem solving. Demonstrating how to do a task is one thing, but demonstrating (by speaking and doing) the steps may add another dimension of understanding for some students. For example:

> A teacher wants to teach students the five steps in a recommended procedure for maintaining a battery. First, the car hood is opened. Next, corrosion is cleaned off around the battery terminals and top. The battery is then checked with a testing instrument such as a hydrometer. And finally, the battery is re-charged if it is in an uncharged condition. The teacher thinks aloud the steps while demonstrating them, then says aloud, "That was only four steps. What did I forget?" The teacher rehearses thinking back through the steps aloud and can't figure out what was overlooked, then talks to some of the students and they can't think of anything left out, so they consult the book and discover together that step number two was left out. Water was to be added if the electrolyte levels were low.

This type of demonstration of the process, problems and solutions needs to be modeled for some students.

***Concept attainment*** is designed to teach basic concepts and to help students become more efficient at learning and creating new concepts. It provides tools for organizing information and approaching problems (Joyce &

Weil, 1986). This model of teaching is designed to produce long-term learning by grouping or organizing information into categories for memory and retrieval. In Phase One of this strategy, the teacher presents labeled examples such as fertilizers, computers, deciduous plants, etc. Students compare attributes of positive and negative examples. They then generate and test their hypotheses. Finally, they state a definition according to the essential attributes. For example:

> The teacher is teaching a unit and wants the students to attain the concept of deciduous plants. Students compare the likeness and differences in the plants to determine which are and are not deciduous. Students describe deciduous and test each plant to determine the results. From this example, judgments are made to define the essential attributes of a deciduous plant. This experiential learning for concept attainment increases long-term memory. It is important for students to "see" examples. Most instructional materials, especially textbooks, are not designed to allow for this type of concept attainment.

Discussion of how to make the determination should follow the experience. This type of discussion provides a clear example of how to think through a problem—a skill which needs to be taught.

***Direct instruction*** as an instructional method is excellent for teaching declarative knowledge (facts/rules), as well as the procedural/elaborative knowledge (steps of problem solving, classification/sorting). Specific attention must be paid to generalization of these skills in other situations. Teachers must provide opportunities for students to generalize the skills in other settings. Components of direct instruction are described by Haring and Schiefelbusch (1976) as:

- Assess learner characteristics.
- Establish instructional goals.
- Systematically plan instruction by delineating component objectives and task sequences.
- Use instructional materials, strategies, settings and motivational events matched to the learner characteristics.
- Implement instruction considering the above components and provide continuity and momentum.
- Use motivating consequences and evaluate mastery of objectives.
- Monitor student success to determine if goals have been achieved.

***Transdisciplinary/Life application*** offers the connection between learning in school and application to real life. Relating content areas to daily life and allowing students to do this may increase the motivation of some students. The best method of accomplishing this interconnection is to utilize the strategy of bridging. (See page 90 for an example of Bridging.)

The most important aspect of instructional strategy training is the extent to which students can function independently after being taught strategies. It is important that students are taught a variety of strategies for a number of situations, so that self-learning and generalization of skills may be accomplished.

## What Are Some Examples of Cognitive Strategies?

Cognitive strategies are those techniques the student uses to acquire knowledge. These strategies must be taught to students just as reading, math or other subject areas must be taught. Students acquire knowledge based on schema which are abstract knowledge structures that organize familiar experiences and provide a framework for making inferences (Schank & Abelson, 1977). Schema theory allows us to place an order on the units of information being discussed or presented. The schema takes into account everything we know about a topic and puts it into some type of framework. For example, we might consider the best buy in cars. We begin by thinking:

**Seating Capacity** | **My Needs**

**Cars**

| **American** | | **Foreign** | |
|---|---|---|---|
| Ford | Chevrolet | Toyota | Nissan |
| Pontiac | GMC | Mercedes | VW |
| Buick | Oldsmobile | Alfa Romeo | |

**Gas Mileage** | **Dependability** | **Luxury** | **Cost**

We place each car within the categories and decide which one fits our needs (and pocketbook). For some people, this type of task is extremely difficult. Knowledge of a particular type of car or the speeds at which a car moves may be the only factors examined or even considered in the purchase. Just as we organize this information about cars, we order the information being presented in classrooms. Students often need a picture of *what* is to be learned and need to be taught *how* the information presented fits within that picture.

Some examples of cognitive strategies include the following:

***Critical outlining*** offers the teacher or student an opportunity to pose questions in order to find important information in a text. A few examples include *timelines* or chronologically ordered sequences of events, *framed skeletons* in which parts of the outline are missing and *cause and effect*.

> **Example of Critical Outlining**:
> The health teacher wants the students to describe the flow of blood from the heart, to the lungs, throughout the body and back to the heart. She provides a framed skeleton for the students to trace the flow of blood from the heart and back. She also asks students to list a chronologically ordered sequence of events describing that same flow of blood throughout the body. Students

list the steps aloud, written and diagramed with a description of the flow. Finally, the teacher might also ask students to examine the cause of blood flow to various parts of the body, while examining the results if no blood flows to those parts.

***SQ3R*** (Cheek & Cheek, 1983) enables students to acquire study skills needed for comprehending written information. SQ3R represents the steps in the process of:

Survey - skim the chapter titles, headings, subtitles, chapter summary, graphs and captions.
Question - turn headings into questions, trying to answer based on prior knowledge.
Read - actively search for answers, highlighting answers as they are read.
Recite - paraphrase answers to heading questions and give examples.
Review - respond to all questions; connect notes from class to main headings.

(See page 92 for an example of SQ3R Worksheet)

***Multi-Pass*** is similar to SQ3R and is used to gain information from texts or other materials. This strategy works well when used for students whose reading is at least 4th or 5th grade level. The teacher using this strategy should model it first and talk aloud while modeling. Students verbally rehearse the steps, practice the steps and the teacher gives immediate positive and corrective feedback. The strategy is as follows:

- Survey "pass" is used to familiarize yourself with the chapter by reading the title, introductory paragraph, subtitles and major headings, illustrations and captions and the summary paragraph, then paraphrase all the information.

- Size up "pass" is used to gain specific information. Questions are read at the end of the chapter, questions that can be answered are answered, clues are identified in the text to answer other questions, headings are turned into questions, and text is skimmed for answers.

- Sort out "pass" tests one's ability to answer over-all questions. If a question cannot be answered, the student is to go back to the size up "pass."

***Advance organizers/Study guides*** could be used as introductory material presented ahead of the learning task. Their purpose is to explain, integrate and interrelate the material in the learning task with previously learned material (Ausubel, 1968). It actively involves students in learning and motivation, as well as producing well-organized notes. Teachers may design study guides for the first quarter (modeling for student how to design and use a study guide). The organizer or guide can be used to introduce a unit or lesson. It may also be used to study for a test, or in a learning activity packet that allows students to learn at their own pace.

One method of designing an advance organizer or study guide is described below:

- Turn headings into questions. Write each question on an index card. Put page numbers from the text on each card.
- On the back of each card, define the words and answer the questions.
- Go through notes and sort information according to the questions. Note any information on the back of the card.
- Sort cards into order; rewrite, if necessary, for clarity. Always paraphrase information. Summarizing is an important cognitive skill to develop.

In addition, study guides may be pages written with most of the information to be acquired included in the guide, and blanks left in which to write important terms or concepts. After students have experienced completing this type of study guide, a group study guide might be developed in which the students outline the key components of a unit just covered or one that is to begin soon. Blank spaces are offered based on the predicted questions that might be covered in such a lesson. Students often need to be taught how to make a study guide that will help them learn.

Example of an Advance Organizer:
An interior design or building trades instructor might use an advance organizer when introducing a new unit on housing designs. The organizer might look something like:

| Home Designs | Cost | Concerns |
|---|---|---|
| trailer | $18,000 | dangerous in windy areas |
| townhouses | $60,000 | tree removal to build new |
| apartment complex | $200,000 | large clearing of land required |
| houses | $60,000 or more | may be built in small area |

An examination of the cost of construction of each type may also be discussed, along with utility considerations, construction materials to be selected and so forth.

***Graphic representation*** offers pictorial representation of ideas. This should not be discounted as a method of learning. If students must comprehend literature, for example, the graphic representation of a setting, a character or even a theme may bond these concepts into memory more than words in an outline.

***Colombo method*** allows students to be investigators and "discover" answers to questions in a unit or about a topic. This strategy helps students talk through problems and come up with solutions on their own based on experiences and information provided. This method resembles graphic representation in that students can even wear a trench coat—just as Colombo did in his "cases." Assuming another identity sometimes allows students to make mistakes more easily. Role-playing someone else, through a costume of sorts, is often very motivating.

Students' self-esteem rises as they model the confidence they perceive this make-believe person would have in this real-life role.

***Logical inductive reasoning*** is an offshoot of discovery learning adapted for slow learners by Goldstein and Goldstein (1980) from Dewey's five stages in teaching reasoning, which includes:

Stage 1: Experience - the first contact with new material.

Stage 2: Problem - involves a situation that is real to students.

Stage 3: Data - information resources derived from students' past and present experiences.

Stage 4: Hypothesis - suggested solution to problem based on data.

Stage 5: Testing - verification of validity of hypothesis.

The reasoning sequence includes five steps also. These steps are:

- Labeling the elements of the problem identified.
- Detailing the elements described.
- Inferring the proposed possible solutions.
- Predicting and verifying to solve the problem and evaluate the answers.
- Generalizing to identify the rules underlying the solution proposed.

Generalization of this problem solving strategy is the most important step in the process of logical inductive reasoning. All lessons should be able to be generalized to other classroom activities or in another community setting.

***Mnemonics*** utilizes key words for learning and recalling information. It is a device, procedure or operation used to improve memory (Scruggs & Mastropieri, 1990). Material is elaborated, allowing it to be systematically retrieved. An example of mnemonics is rhymes or raps to describe a sequence, function or concept to be remembered. Sentence making is another example of the use of mnemonics in which a sentence is made out of key words or phrases; for example, EGBDF (Every good boy does fine) in music or Roy G. Biv (Red, Orange, Yellow, Green, Blue, Indigo and Violet) in art. Paired associates may help students learn by considering that Roman numeral D = 500 (Indy 500), C = 100 (century), etc.

Mnemonic strategies enable students with learning disabilities and other academic difficulties to utilize the information being provided and to retrieve it at a later time. Keyword mnemonics employs acoustically similar words as meaningful substitutes for words that may be unfamiliar to the learner. For example, in teaching the unit on the suspension system in auto mechanics, the teacher might employ the use of some suspenders (either visually or verbally) to help the students make the association between suspenders and suspension—understanding they both help support something.

Pegword mnemonics provide a visual image of an object that rhymes with a number such as one is sun, two is zoo, three is knee, four is door, five is hive, six is sticks, etc. Whenever items must be remembered in sequence, the student could form an association with the object instead of the number. For example, in custodial maintenance the student is asked to complete janitorial tasks in order. The first step is to sweep the floors, then empty receptacles, then vacuum rugs, mop floors and so on. The pegword mnemonics would be used to visually draw up the image of the sun shining on the broom (one/sun/sweep). Next the student would think of a zoo full of dirty receptacles to be emptied (two, zoo, receptacles). The third step is to vacuum, and the student would remember three/knee/vacuum or three knees on the rug to be vacuumed. Students choose their own mnemonics and associations, but they must be taught to use this method.

Spelling mnemonics offer an important association in relationships between words that are difficult to spell and those that need to be spelled correctly. Scruggs and Mastropieri (1990) provide the example such that when the word cemetery is to be spelled, the schwa sound is represented by the letter E. As a matter of fact, there are three E's in the word. One way to use spelling mnemonics is to remember, "she screamed 'E-E-E' as she ran past the cemetery." Use of spelling mnemonics enables many students to spell otherwise difficult words.

***Mental imagery*** is a form of a mnemonic device in which pictures in the mind's eye allow one to recall information. This strategy helps students remember information by recalling where it was used (movement). This is especially helpful for visual and kinesthetic learners who need to draw a mental image of some action to recall each of the steps in sequence and complete a self-evaluation.

***Elaboration*** provides the learner with an opportunity to exaggerate information to be learned by drawing up a mental picture and adding on details to sharpen the memory. It builds up a context and meaning for the information to be remembered, usually based on prior knowledge. This strategy deals with time and words more than space and movement.

***Verbal rehearsal*** is commonly used by many people to remember information. We repeat a phone number or apply a new routine to other well-known tasks (e.g. rules of subtraction borrowing, SQ3R and so forth). The student verbalizes the rules or steps aloud, thus allowing the teacher or peers to help correct errors. Eventually the rehearsal is no longer needed as the student rehearses silently or performs automatically.

***Talk aloud*** is a strategy useful for any subject and any topic. The student (after much modeling and practice) talks out the problem. Stating what is known and what needs to be answered, the student solves problems systematically and can do some self-checking in the process. This strategy can be used for math, science, vocational courses, social studies, reading, etc.

***Mapping*** is a specialized outline which provides the student more freedom than a structured outline to see the parts of the whole or vice versa. Mapping may be used as a method of introducing a unit, explaining a concept, preparing for a test and/or organizing notes (Kearns, 1989).

***Guided Lecture Procedures (GLP)*** helps facilitate note taking during lectures. First students are told the lesson's purpose and objectives. Students write them down and then listen. Midway through, the lecturer stops

and instructs students to write in brief form all the information they can recall. The lecture is completed, and students discuss it in small groups with teacher guidance. Finally, students add to their notes as information is shared and summarized (Kelly & Holmes, 1979).

***HEART*** is a study strategy. Each letter in the word HEART is the first letter of a different step of the study system. (See page 91 for an example.) The five steps to the system are:

H - How much do I already know about this topic?
E - Establish a purpose for studying.
A - Ask questions as you study.
R - Record answers to your questions.
T - Test yourself.

# Sample Bridging Lesson



## Goal

Troubleshooting an engine

## Objectives

1. Explain troubleshooting and how analysis can lead to possible causes and cures.
2. Listen to engines and accurately troubleshoot them.

## Procedures

| Input | Elaboration | Output | Checking Strategies | Summary | Other Content Areas | Personal Life |
|---|---|---|---|---|---|---|
| Watch instructor troubleshoot two engines. | Know the purpose of reading the chapter. | Think before you begin to read or troubleshoot. | Check to make sure you've read it all. | What thinking skills have we used? | English | Think about personal experiences of engine trouble. |
| Skim chapter 16 on Engine Troubleshooting. | Ask question regarding new information. | Put outline into a map. | Write down what you remember from lecture. | * Questioning<br>* Discussion<br>* Main ideas<br>* Details<br>* Relevant information<br>* Outlining/mapping<br>* Listening<br>* Hypothetical thinking<br>* Planning<br>* Problem-solving | Comparing sounds | Think of times this knowledge might help you or others in the future. |
| Listen to introduction from instructor. | Use only the important information. | Write clearly. | Proofread to make sure all information is accurate. | | Categorizing and outlining | |
| Outline main points of chapter. | Think about what the problems might be. | | Write personal notes regarding engine sounds. | | | Realize job possibilities for the future for someone who is accurate when troubleshooting. |
| Read chapter carefully. | Pick out details to remember each section. | | | | | |
| Listen carefully to instructor explain information. | Summarize information. | | | | | Differences of opinions. Sounds may indicate more than one problem. |
| Map out chapter details. | Plan steps to use to troubleshoot engines. | | | | | |
| Listen to tape of engine sounds to determine trouble. | Keep all facts and notes in mind to determine problem. | | | | | |
| Discuss information in chapters with class. | Discuss why it is one problem vs. another. | | | | | |

## Complete the Four Mathematics Word Problems Below by Using the Modified HEART Study System.

Mr. Jones bought a 20-ounce steak for $6.75. Mrs. Smith bought 1-1/4 pounds for $6.75. Who got the better buy?

H How much do I already know from reading over this problem?_____

_____

_____

E Establish a purpose for completing this problem.

My purpose is to find out: _____

_____

_____

A Ask questions about the problem. Do I know the meaning of these words?_____

_____

_____

R Record the steps to solving the problem. _____

_____

_____

T Test yourself.

| | | |
|---|---|---|
| I checked my figures. | Yes___ | No___ |
| I checked the solution carefully. | Yes___ | No___ |
| I checked to see if the answer makes sense. | Yes___ | No___ |

104

## Example Worksheet for SQ3R

*Survey*

1. Look over the chapter title, headings, subtitles, summary, graphs and captions.

*Question*

2. By examining the above information, what do you think this chapter will include?

_____

_____

_____

3. Write each heading below and a question regarding that heading.

| Headings | Questions |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

*Read*

4. Actively read the chapter and look for answers to the questions you wrote above. Make your notes here.

*Recite*

5. Paraphrase your answers to the questions you wrote above and give examples.

*Review*

6. Connect questions and notes from class to the main headings of the chapter.

105

# Sample Behavior Contract

I, *<name>*, will follow this contract so that I can remain in *<class>*.

| | |
|---|---|
| Assistant Director | Student |
| Vocational Resource Educator | Parent |

*<Name>* will pick up a sheet each morning from *<office>* and will take it to her/his *<hour>*, *<class>*. *<Name>* will check the appropriate boxes, if necessary, and will sign the sheet. *<Name>* will then return the sheet to *<name>* after class. Depending upon the rules broken, the consequences listed below will be followed.

| | Occurrences | | | |
|---|---|---|---|---|
| Rules | 1st | 2nd | 3rd | 4th |
| 1. Uses appropriate language at an appropriate level, which includes not bothering or interfering with other students. | | | | |
| 2. Stays in his/her assigned area the entire class period, which includes staying out of the shop area for*<class>*. | | | | |
| 3. Accepts directions and corrections without argument. | | | | |
| 4. Begins work on time and stays on task. | | | | |

If the rules are broken:

1st consequence: If there are 2 occurrences of the rules being broken in 1 day, *<name>* will go to IBD the following day for *<hour>*.

2nd consequence: If there are 6 occurrences of the rules being broken during 1 week, a meeting will be held with *<names>*, (if available) to discuss consequences.

a. *<Name>* will go to IBD for a determined number of days.

b. *<Name>* will lose the right to remain in *<class>* and may be subject to loss of credit. At this time also, the *<school>* will need to reevaluate this application for vocational training for next year.

If *<name>* fails to pick up the contract or fails to return it signed, s/he will go to IBD for *<hour>* the next day.

Copies of the day's report will be given to *<name>*to take home to his/her parents. *<Name>*'s parents will be encouraged to reinforce positive and discourage negative behaviors.

# Sample Grade Contract Form

I, *<student name>*, agree to complete the following objectives and activities by *<date>*.

1.

2.

3.

_____ _____

(Student's signature) (Date)

I, *<teacher's name>*, agree to award a grade of *<grade>* upon completion of all objectives and activities listed above, if completed by *<date>*.

_____ _____

(Teacher's signature) (Date)

## Monitoring System

| | Date Started | Date Completed | Teacher Initial |
|---|---|---|---|
| Objective 1: | | | |
| Activity 1.1: | | | |
| Activity 1.2: | | | |
| Objective 2: | | | |
| Activity 2.1: | | | |
| Activity 2.2: | | | |
| Objective 3: | | | |
| Activity 3.1: | | | |
| Activity 3.2: | | | |

107

# Sample Attendance Contract

I, *<student's name>*, agree to the following conditions developed by the *<school>* administration. If, *<student's name>* does not fulfill the conditions, s/he understands that no credit will be issued for the semester.

1. The student cannot be absent from classes or school.
2. If the student is absent, a parent must call to inform the school.
3. The student will remain under the terms of this contract until the semester ends.

_____ _____

Student's signature Date

* *<Student's name>* will come to school on an extended day for *<number>* days beginning *<date>*. *<Student's name>* cannot miss any more days this semester to receive credit except in case of an emergency.

_____

Principal's signature

# Sample Inservice Needs Assessment

Please rank order the following four areas 1 through 4, with 1 being top priority.

**I. Educational Needs of the Student** _____

This area deals with characteristics of students with disabilities, their identification, and approaches to enhance success in a given area of study.

**II. Personal Needs of the Student** _____

Those interpersonal abilities and attitudes that, when developed and demonstrated by students, can enhance their sense of well-being, maximize their effective interaction with other people, and increase motivation.

**III. Course Curriculum/Instructional Materials** _____

This area deals with techniques and procedures for modification of materials, i.e., lesson plans, handouts, activities, tests, and evaluation.

**IV. Special Needs Support Services** _____

Those specialists and supplemental education personnel who are available to enhance the educational experiences of students with special learning needs that cannot be sufficiently fulfilled by a teacher alone in a regular classroom.

# Sample Checklist of Activities for Steps in the Needs Assessment Process

1. **State concerns**
   - ____ Identify concerns (problems that suggest a need for inservice training).
   - ____ Identify target population (individual or group).

2. **Identify people and roles**
   - ____ Determine who will manage the needs assessment.
   - ____ Select needs assessment planning team. (Include representative[s] from target audience.)
   - ____ Identify those who will conduct the assessment.

3. **Plan the needs assessment data collection**
   - ____ Develop a working definition of "needs."
   - ____ Determine needs assessment goals.
   - ____ Determine needs assessment data collection strategies.
   - ____ Determine and obtain resources required for needs assessment.
   - ____ Develop data collection plan and time line.

4. **Implement the needs assessment data collection**
   - ____ Develop instrumentation and recording procedures.
   - ____ Field test and validate instruments and procedures.
   - ____ Collect needs assessment data.
   - ____ Tabulate data collected, and summarize results.
   - ____ Report to planning team. Planning team interprets and judges results.

5. **Disseminate results and set priorities**
   - ____ Disseminate results of needs assessment to respondents and interested constituencies.
   - ____ Prioritize needs for training.
   - ____ Determine feasibility of meeting the needs and select prioritized needs for training.

6. **Design the inservice program**
   - ____ Identify the target audience.
   - ____ Identify needs to be satisfied.
   - ____ Select training or activity to be offered to satisfy the need,
   - ____ Identify who will be responsible for each activity.
   - ____ Identify resources needed to accomplish the task, including incentives to be offered to training participants.
   - ____ Identify how progress and accomplishments will be assessed.

7. **Continue to assess needs**
   - ____ Determine strategies for continuous assessment during the training program.
   - ____ Reassess needs when program has been completed.
   - ____ Evaluate progress and accomplishments.

## Sample Evaluation Form for Inservice

# Polishing It Off...

(not to be confused with an apple polisher!)

About This Session:

I Liked:

and I ...

If I Were Running This Workshop I Would Have...

I Would Have Liked...

The Part of the Workshop I Would Have Changed is...

For Next Time: I Would Like to Know More About...

# Sample Feedback Form

Key: SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. | The objectives of this workshop were clear to me. | SA | A | U | D | SD |
| 2. | The content of the presentations was valuable. | SA | A | U | D | SD |
| 3. | Possible solutions to my problems were considered. | SA | A | U | D | SD |
| 4. | I was stimulated to think about the topics. | SA | A | U | D | SD |
| 5. | The group discussions were beneficial. | SA | A | U | D | SD |
| 6. | There was adequate time for informal discussion. | SA | A | U | D | SD |
| 7. | I had sufficient opportunity to express my ideas. | SA | A | U | D | SD |
| 8. | My time was well spent. | SA | A | U | D | SD |
| 9. | The content seems readily applicable to the important problems in the area of vocational special needs programs. | SA | A | U | D | SD |

Comments:

# Sample Evaluation

Topic of Session _____ Date _____

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1. | The program objectives were: | **well defined** | 5 | 4 | 3 | 2 | 1 | **vague** |
| 2. | I feel the program objectives were attained: | **fully** | 5 | 4 | 3 | 2 | 1 | **not at all** |
| 3. | The overall quality of this program: | **high** | 5 | 4 | 3 | 2 | 1 | **low** |
| 4. | The activities were: | **beneficial** | 5 | 4 | 3 | 2 | 1 | **not beneficial** |
| 5. | The suggestions presented were: | **applicable** | 5 | 4 | 3 | 2 | 1 | **not applicable** |
| 6. | Meaningfulness of this session to me: | **meaningful** | 5 | 4 | 3 | 2 | 1 | **not meaningful** |
| 7. | My expectations for this program were: | **fulfilled** | 5 | 4 | 3 | 2 | 1 | **unfulfilled** |
| 8. | Sensitivity of presenter to audience: | **high** | 5 | 4 | 3 | 2 | 1 | **low** |
| 9. | I feel that I will utilize the material presented in this program: | **fully** | 5 | 4 | 3 | 2 | 1 | **not at all** |
| 10. | I would recommend this program to others: | **fully** | 5 | 4 | 3 | 2 | 1 | **not at all** |

11. What did you find useful in this workshop?

12. What changes would you make in this workshop?

13. Any other information you would care to add, please write below:

# Sample Checklist for IEP Planning

## IEP Staffing

____ Have you considered and discussed the appropriateness of the specific vocational program for this student?

____ To what extent have all vocational education and training alternatives been examined by the team?

____ If the student is to be placed in a regular vocational class, what curriculum modifications may be needed (special learning needs)?

____ To what extent may class size, equipment availability, and other factors limit the amount of individualized attention this student receives?

____ Are the parents supportive of the proposed vocational education class?

____ If a student has already been placed in a regular vocational class, have you examined existing assessment data on the student to determine present levels of functioning?

____ For a previously identified student with disabilities, have you reviewed his/her IEP and discussed her/his progress with the special education staff and parent(s)?

____ Are the goals and performance objectives for the regular vocational program available for review by the parent(s), special education staff, and others?

____ Have the program goals and objectives been reviewed by the parent(s), special education personnel and other support staff?

____ To what extent have special educators and the parent(s) been involved in selecting or identifying appropriate vocational education goals and objectives for the student?

____ Do the selected goals and objectives match the student's interests, capabilities and special needs?

____ Are the goals and objectives written in measurable terminology with clearly stated criteria for successful performance?

____ Have special education and other resource teachers and consultants been involved in outlining the instructional plans and learning experiences for the students with disabilities?

____ Are the necessary support services available to ensure that this student will receive maximum benefit from the vocational education program? Some of the following services may be appropriate.

- Special or vocational counseling.
- Readers/interpreters.
- Basic skills instruction.
- Instructional aids/tutors/supplemental teachers.

- Educational testing and diagnosis.
- Special transportation.
- Special equipment.
- Modification of equipment.
- Social work and family counseling.
- Curriculum adaptation.

## IEP Implementation

____ To what extent are all members of the instructional team aware of the IEP plans for each class in which the student is enrolled?

____ Is there a systematic plan to coordinate and integrate various instructional activities (e.g., team teaching, math and measurement skills as needed in the vocational class)?

____ Have all needed modifications (e.g., lab equipment, instructional materials, facilities) been completed for this student?

____ Do you have a directory of resource people to contact for specialized assistance in working with students with disabilities? Such a directory might list:

- Vocational rehabilitation specialists/counselors.
- Special education consultants (e.g., speech therapists, resource room teachers, mobility consultants).
- Work adjustment coordinators.
- Work-study or co-op coordinators.
- Mental health agency.
- State agencies for the blind and deaf.
- U.S. Employment Service.
- Community agencies (e.g., Goodwill Industries).
- Business, industry, and labor groups.
- Civic and special interest organizations (e.g., service clubs).
- Parent organizations (e.g., local chapters of National Association of Retarded Citizens, Learning Disabilities Association).

____ Do you fully understand the role that the vocational education program plays in this student's IEP?

____ Is there additional information you need to gather about the student during the early phases of implementing the IEP?

____ Have you established dates for meeting with other teachers involved in the IEP to review the student's progress?

____ Have you discussed with the special education staff the specific types of evaluation data you should be collecting on this student (e.g., behavioral information, attendance, attitude development, classroom achievement)?

____ Are there standard forms used to compile this or other evaluative information?

____ What resources are available to assist in testing students with disabilities (e.g., resource consultants who can read or tape record written material for the student)?

## IEP Evaluation

____ To what extent has this student attained the objectives and goals stated in the vocational education section of his/her IEP?

____ Have precautions been taken to insure that the student was appropriately tested (e.g., reading level of tests were at or below her/his reading level)?

____ Overall, what is the student's level of employability?

____ Has a profile been prepared illustrating the student's strengths and weaknesses in various areas? Areas included in the profile might encompass:

- Mastery of competencies.
- Job readiness.
- Work habits.
- Social skills.
- Dexterity and strength.
- Communication (reading, writing, speaking).
- Quantitative and math skills.
- Occupational interests.

____ Have meetings been held or planned for the IEP team to compile evaluative information into a composite report?

____ To what extent were the support services the student received adequate and effective?

____ What changes need to be made in the student's IEP (objectives, support services, placement)?

____ What plan(s) has been developed to follow up students with disabilities who are leaving the vocational education program to learn more about their transition from school to work?

# Sample Competency Profile

Name: _____ **Animal Science** 10-4005 C

**Directions:** Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

**Rating Scale:**
**3 Mastered** - can work independently with no supervision
**2 Requires Supervision** - can perform job completely with limited supervision
**1 Not Mastered** - requires instruction and close supervision
**N No Exposure** - no experience or knowledge in this area

(IBM) 9 94

NOTE: The code in parentheses is the competency identification number used in computerized management systems.

| 3 | 2 | 1 | N | |
|---|---|---|---|---|
| | | | | **The student has mastered the related competencies of Agricultural Science I and II.** |

| 3 | 2 | 1 | N | **A. Nutrition** |
|---|---|---|---|---|
| | | | | 1. Identify the importance of nutrition to agriculture (A001) |
| | | | | 2. Compare the digestive systems of livestock (A002) |
| | | | | 3. Describe energy's role in nutrition (A003) |
| | | | | 4. Describe protein's role in nutrition (A004) |
| | | | | 5. Describe minerals' role in nutrition (A005) |
| | | | | 6. Describe vitamins' role in nutrition (A006) |
| | | | | 7. Describe the role of water in nutrition (A007) |
| | | | | 8. Describe environmental effects on nutrition (A008) |
| | | | | 9. Formulate a ration for different classes of livestock (A009) |
| | | | | Other: _____ |

| 3 | 2 | 1 | N | **B. Genetics** |
|---|---|---|---|---|
| | | | | 1. Describe the importance of genetics on agriculture (B001) |
| | | | | 2. Describe basic principles of genetics (B002) |
| | | | | 3. Describe the basic building blocks of genetics (B003) |
| | | | | 4. Describe animal cell division (B004) |
| | | | | 5. Describe selection tools for genetic improvement of beef (B005) |
| | | | | 6. Describe selection tools for genetic improvement of dairy herds (B006) |
| | | | | 7. Describe selection tools for genetic improvement of sheep (B007) |
| | | | | 8. Describe selection tools for genetic improvement of swine (B008) |
| | | | | Other: _____ |

| 3 | 2 | 1 | N | **C. Reproduction** |
|---|---|---|---|---|
| | | | | 1. Identify the importance of reproduction in livestock production (C001) |
| | | | | 2. Describe the hormonal system in livestock reproduction (C002) |
| | | | | 3. Describe the reproductive cycle of common production livestock (C003) |
| | | | | 4. Sequence the fetal developmental stages of livestock (C004) |
| | | | | 5. Describe the effects of the environment on the reproductive cycle (C005) |
| | | | | 6. Describe how management and technology are utilized to affect the reproductive cycle (C006) |
| | | | | Other: _____ |

| 3 | 2 | 1 | N | **D. Animal Health** |
|---|---|---|---|---|
| | | | | 1. Identify the importance of animal health in livestock (D001) |
| | | | | 2. Describe aspects of the immune system of domestic livestock (D002) |
| | | | | 3. Describe the diseases of the respiratory system affecting livestock (D003) |
| | | | | 4. Describe diseases of the gastro-intestinal tract in livestock (D004) |
| | | | | 5. Describe diseases of the reproductive system in livestock (D005) |
| | | | | 6. Describe major external and internal parasites of livestock (D006) |
| | | | | 7. Describe animal health quality assurance programs (D007) |
| | | | | Other: _____ |

| 3 | 2 | 1 | N | **Leadership & Personal Development for Advanced Students** (Leadership Duty C) |
|---|---|---|---|---|
| | | | | 1. Develop a resume and complete a job application (C001) |
| | | | | 2. Develop a plan for finding a job (C002) |
| | | | | 3. Describe how to apply and interview for a job (C003) |
| | | | | 4. Describe the characteristics needed to develop desirable personal and social skills (C004) |
| | | | | 5. Describe the importance and process of developing better human relationships (C005) |
| | | | | Other: _____ |

| 3 | 2 | 1 | N | **Using the Missouri Farm Business Record Book** (SAE Duty D) |
|---|---|---|---|---|
| | | | | 1. Describe the two types of accounting methods (D001) |
| | | | | 2. Complete the forms needed to open the Missouri Farm Business Record Book (D002) |
| | | | | 3. Develop a projected cash flow (D003) |
| | | | | 4. Record receipts and expenditures in the Missouri Farm Business Record Book (D004) |
| | | | | 5. Complete additional records in the Missouri Farm Business Record Book (D005) |
| | | | | 6. Complete the forms necessary to summarize the Missouri Farm Business Record Book (D006) |
| | | | | 7. Analyze the farm business using the Missouri Farm Business Record Book (D007) |
| | | | | Other: _____ |

Produced by the Instructional Materials Laboratory • University of Missouri-Columbia • 2316 Industrial Drive • Columbia, MO 65202 • 314-882-2883

# Activities of Vocational Resource Educator in Delivery of Vocational Programming of Students with Disabilities

The purpose of the VRE is to assist in ensuring the vocational success of students with disabilities in regular programs. Major responsibilities are providing assistance for the vocational instructors and serving as liaison with the sending school.

| September | October | November |
|---|---|---|
| • Visit all sending school principals, counselors and special education instructors.<br>• Confirm list of pre-enrolled students with disabilities.<br>• Go over entry level skills and IEP of each student.<br>• Place textbooks in all sending schools.<br>• Begin aptitude testing of 10th grade students with disabilities. | • Individual conference with each student with disabilities.<br>• Individual conference with each vocational instructor.<br>• Vocational instructors inservice.<br>• Mid-quarter progress reports to sending schools.<br>• Advisory comittee meeting. | • First quarter evaluations, conference with student, special education instructor and vocational instructor.<br>• Review IEP, adjust placement if necessary.<br>• Begin work with students with disabilities entering District Vocational Club contests, if assigned this duty. |
| **December** | **January** | **February** |
| • Mid-quarter evaluations and conferences with students and special education instructors. | • Semester reports to special education teachers.<br>• Individual conference with each student, go over IEP, confirm placement for second semester.<br>• Begin pre-employment activities.<br>• Begin Vocational Education Week activities.<br>• Stress participation of students with disabilities in organizations. | • Vocational Education Week Open House-Involve special education students in activities.<br>• Pre-employment training for seniors.<br>• Check names of potential enrollees and returning seniors. |
| **March** | **April** | **May** |
| • General recruitment information sending schools.<br>• Go over Entry Level Skills for all programs with special education instructors.<br>• Tentative list of pre-enrollees.<br>• Update of special populations program to sending school counselors and principals. | • Special Populations Workshop, Vocational Technical School.<br>• Potential students and special education instructors tour building individually.<br>• Textbooks and materials of all vocational programs to special education instructors.<br>• Sending school recruitment.<br>• Vocational Club State Contests. | • Confer with pre-enrolled students with disabilities.<br>• Go over Entry Level Skills for each program with special education instructors.<br>• Highlight specific skills for inclusion in IEP.<br>• Participate in IEP staffings.<br>• Advisory Committee meeting. |
| **June** | **July** | **August** |
| | • Attend MVA.<br>• Place orders for recorded textbooks from Recordings for the Blind. | • Vocational teacher and special populations instructor inservice.<br>• Preschool workshops. |

# Quarterly Activities

| First Quarter | Second Quarter |
|---|---|
| • Meet with vocational teachers to:<br>  ♦ Communicate regarding students with disabilities and review assessment information;<br>  ♦ Plan programs and adjustments; and<br>  ♦ Write vocational components to IEPs, if not done.<br>• Organize rosters on IEP students by sending school and class.<br>• Conference with each IEP student to set educational and occupational goals and to encourage participation in student organizations.<br>• Obtain copies of current IEPs if they are not on file at the vocational school.<br>• Check out copies of textbooks to sending schools.<br>• Participate in school board meeting.<br>• Participate in first quarter parent conferences.<br>• Hold first advisory committee meeting.<br>• IEP progress check at end of quarter. | • Assist with follow-up of students with disabilities.<br>• Conduct inservice training session for vocational instructors.<br>• Career Counseling: discuss interests, work values, decision-making techniques, verbalization of strengths.<br>• Additional resources as needed for semester exams.<br>• Begin preparation for National Vocational Education Week.<br>• Recruiting presentations of vocational education to all 8th graders.<br>• Assist sending schools with completion of Vocational Assessment Summaries.<br>• Second Advisory Committee meeting.<br>• IEP progress check at end of semester. |
| **Third Quarter** | **Fourth Quarter** |
| • Participate in Vocational Education Week.<br>• Third quarter parent conferences.<br>• Career counseling: review job seeking skills.<br>• Inservice: special needs personnel.<br>• Interviews with all prospective vocational special populations.<br>• Third quarter advisory committee meetings.<br>• Assistance for sending school special services teachers in planning for remediation of weak entry level skills, as determined during vocational assessment process.<br>• Arrange visits for students with disabilities who would like to observe specific vocational programs.<br>• Third quarter IEP update.<br>• Notify eighth grade students and their parents of vocational training opportunities and requirements. | • Career Counseling: Plan for summer jobs and/or postsecondary transition.<br>• Meet with parents of incoming students with disabilities.<br>• Coordinate placement planning and services for all students with disabilities with Vocational Rehabilitation, Employment Security, etc.<br>• Semester exams.<br>• Final IEP progress checks.<br>• Update skills completed on VIMS competency cards. |

# Sample Peer Evaluation Weekly Report

Student's Name: _____

Peer Evaluator's Name: _____

Individual Goal Working Toward: _____

Individual Goal Progress = 10 pts.

| **Polite and respectful to coworkers/supervisors = 2 pts. each** | Mon. | Tues. | Wed. | Thur. | Fri. |
|---|---|---|---|---|---|
| 1. Accepts criticism | | | | | |
| 2. No back talking/refusal to do tasks | | | | | |
| 3. Good eye contact | | | | | |
| 4. Keeps hands to self | | | | | |
| 5. No negative comments to others or about others | | | | | |
| **Classroom behavior = 2 pts. each** | | | | | |
| 1. Appropriate appearance | | | | | |
| 2. Pays attention in class | | | | | |
| 3. Prepared for class (paper/pencil) | | | | | |
| 4. Waits turn to talk, raises hand | | | | | |
| 5. Sits in chair, keeps feet and head off table | | | | | |
| **Safety = 2 pts. each** | | | | | |
| 1. Wears safety glasses | | | | | |
| 2. Works safely | | | | | |
| 3. Keeps tools and work area clean, neat and safe | | | | | |
| 4. Demonstrates safe habits in shop | | | | | |
| 5. No horseplay (class, shop, bus, workshop) | | | | | |
| **Punctuality = 10 pts. total** | | | | | |
| 1. Subtract 2 points for each time late | | | | | |
| **Productivity and quality = 10 pts. each** | | | | | |
| 1. Does assigned tasks within acceptable time limits | | | | | |
| 2. Shows initiative; keeps busy; offers to do more than others | | | | | |
| 3. Listens to full instructions and completes task correctly | | | | | |
| 4. When not on assigned jobs, watches others work (rather than taking breaks or being idle) | | | | | |
| 5. Works until bell rings, ready right after break, etc., sits in chair calmly before final bell rings | | | | | |

# Sample Affective Performance Objective Format

Given _____

(Specify setting where performance is to be demonstrated and any other conditions that may exist.)

The _____

(Specify program)

Student will: _____

(Write in the Affective Performance Expected)

This attitude (affective performance) will be judged "satisfactory" if the following criteria (indicators) are observed/measured by the evaluator:

The student will:

| | | | |
|---|---|---|---|
| 1. | _____ | 1. | _____ |
| 2. | _____ | 2. | _____ |
| 3. | _____ | 3. | _____ |
| 4. | _____ | 4. | _____ |
| 5. | _____ | 5. | _____ |
| 6. | _____ | 6. | _____ |
| 7. | _____ | 7. | _____ |
| 8. | _____ | 8. | _____ |

# Sample Point System for Determining Grades

| Evaluation Factor | Points | Point Conversion Chart | |
|---|---|---|---|
| Task Performance (10 tasks @ 30 pts each) | 300 | Points | Grade |
| Written Exams (3 exams @ 100 pts each) | 300 | 800-1000 | A |
| Work Habit Development (10 observations @ 20 pts each) | 200 | 600-799 | B |
| Attitude and Effort (10 observations @ 10 pts each) | 100 | 400-599 | C |
| Outside Assignments (5 evaluations @ 20 pts each) | 100 | 200-399 | D |
| **Total** | 1000 | 0-199 | F |

## Weighted Point System for Determining Grades

| Evaluation Factor | Points | Weight | Weighted Points | Percentage of Total Weighted Points |
|---|---|---|---|---|
| Task Performance (10 tasks @ 30 pts each) | 300 | .20 | 60 | 60% |
| Written Exams (3 exams @ 100 pts each) | 300 | .05 | 15 | 15% |
| Work Habit Development (10 observations @ 20 pts each) | 200 | .05 | 10 | 10% |
| Attitude and Effort (10 observations @ 10 pts each) | 100 | .05 | 5 | 5% |
| Outside Assignments (5 evaluations @ 20 pts each) | 100 | .10 | 10 | 10% |
| **Total** | 1000 | | | |

**Note**: Weights can be arbitrarily assigned or they can be assigned on the basis of percentage of total weighted points, both of which can be calculated by converting weighted points on a 100 point scale that reflects the desired percentage value. The weights can then be determined by dividing the weighted points by the total points assigned to each factor. For example, task performance was given a percentage weight of 60 percent in the chart above or a weighted point value of 60. The weight value was calculated by dividing 60 by 300 which gives a weight of .20. To determine a given student's weighted point value for any factor, simply multiply the total points earned by the assigned weight. To avoid small numbers, one could simply multiply by a value of 2 to convert the 100 point scale to 200.

# Sample Averaging System for Determining Grades

| Evaluation Factor | Relative Weight | Maximum Points |
|---|---|---|
| Task Performance (10 tasks @ 30 pts each) | 50% | 300 |
| Written Exams (3 exams at 100 pts each) | 20% | 300 |
| Work Habits (10 observations @ 10 pts each) | 15% | 200 |
| Attitude and Effort (10 evaluations @ 10 pts each) | 5% | 100 |
| Outside Assignments (5 evaluations @ 20 pts each) | 10% | 100 |

## Student Example

### Example of How to Calculate a Factor

Three Unit Written Exams

| | |
|---|---|
| Exam 1: 24 out of 30 pts converted to 100% scale | (24 *x* 3.33 = 79.92) |
| Exam 2: 45 out of 50 pts converted to 100% scale | (45 *x* 2.00 = 90.00) |
| Exam 3: 38 out of 40 pts converted to 100% scale | (38 *x* 2.50 = 95.00) |
| | 265.00 |

**Total** = 265 265 ÷ 3 = 88

To arrive at final weighted grade for exams simply multiply 88 *x* 22 (assigned weight) = 176.

### Summary of Other Student Factors

| Factor | Weighted Values |
|---|---|
| Performance Tasks | 282 |
| Written Exams | 176 |
| Work Habits | 192 |
| Attitude and Effort | 97 |
| Outside Assignments | 88 |
| **Total** | 835 |

### Grading Scale

880 - 1000 points = A
780 - 879 points = B
680 - 779 points = C
600 - 679 points = D
Below 600 points = F

### Example Grade

Individual earned 835 points resulting in the grade of "B."

# Sample Survey Form for Administrators

VRE:_____

**Instructions**: Circle the number that most closely describes your perception of the performance of the above named VRE. If an item is not applicable, please circle the number 0.

| | | Always | | | | Never | N/A |
|---|---|---|---|---|---|---|---|
| 1. | S/he follows the rules and policies of my school. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | S/he appears comfortable with other staff. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | S/he has answered my questions fully and accurately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | S/he appears to relate well to students. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | S/he makes appointments and meets with me at my most convenient times, when necessary. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | S/he uses tact and good judgment in interacting with me and others I have observed. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7 | S/he listens to others viewpoints and tries to reach an agreement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | S/he offers suggestions for change through the proper channels. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | S/he promotes good relationships with parents. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | S/he participates in meetings and extracurricular activities, when requested. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. | S/he is on time to meetings, conferences, etc. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. | S/he keeps me updated on what s/he is doing. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. | I feel I am familiar with what the VRE does in my school. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. | I feel the VRE is an asset to my building, programs and staff. | 5 | 4 | 3 | 2 | 1 | 0 |

Comments:

# Sample Survey Form for Special Education Instructor

VRE _____

**Instructions**: Circle the number that most closely describes your perception of the performance of your VRE. If an item is not applicable, please circle the number 0.

| | | Always | | | | Never | N/A |
|---|---|---|---|---|---|---|---|
| 1. | Answers questions or provides information completely and accurately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | When requested, has served as a resource to you in the areas of career education, relating vocational interests to academic coursework and entry level skills criteria. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | When requested, has served as a resource to you about vocational classes available or special employment options for students with disabilities. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | When requested, has served as a resource to you about teaching work habits, attitudes and other work adjustment skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Keeps you updated regarding your student's progress/status in vocational classes. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | Screens students who are interested in vocational classes and makes suggestions for the most appropriate vocational class placement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Is able to relate well to most of your students. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Has talked with at least half of your students with disabilities about vocational plans, courses, jobs, etc. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Makes appointments and visits, and meets with you during your most convenient times, whenever possible. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | Uses tact and good judgment in interacting with you and others you have observed. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. | Listens to another viewpoint and tries to reach an agreement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. | Seems to know other staff and appears comfortable in the school. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. | Appears acquainted with community resources and uses them appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. | Is fair and constructive in criticism. | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. | Offers suggestions for change through proper channels. | 5 | 4 | 3 | 2 | 1 | 0 |
| 16. | Is on time to meetings, conferences, etc. | 5 | 4 | 3 | 2 | 1 | 0 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 17. | Promotes good relationships with parents. | 5 | 4 | 3 | 2 | 1 | 0 |
| 18. | Participates in conferences/meetings when asked. | 5 | 4 | 3 | 2 | 1 | 0 |

Comments:

If you have referred students to the Vocational Evaluation Lab, please complete the following:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | Consults with you about the best time for the student to attend the lab and make up absences. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | Provides complete and accurate information to you about the evaluation lab's purposes, facilities, scheduling and expected outcomes. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | Handles student problems during their lab attendance satisfactorily (following up on absences, behavior problems, etc.) | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | Confers with you about the student's vocational evaluation report. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | Participates in conferences for students considering enrollment in vocational programs, answers questions, formulates appropriate goals/objectives for the IEP, provides reports for the meeting, etc. | 5 | 4 | 3 | 2 | 1 | 0 |

Comments:

# Sample Survey Form for Vocational Teacher

**Instructions**: Circle the number that most clearly describes your perception of the performance of your VRE. If an item is not applicable, please circle the number 0.

| | | Always | | | | Never | N/A |
|---|---|---|---|---|---|---|---|
| 1. | Answers questions or provides information completely and accurately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. | When requested, has served as a resource to you in the areas of career education, relating vocational interests to academic coursework and entry level skills criteria. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. | When requested, has served as a resource to you about special employment options for students with disabilities. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. | When requested, has served as a resource to you about teaching work habits, attitudes and other work adjustment skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. | When requested, has served as a resource to you in curriculum planning and locating appropriate materials. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. | When requested, has served as a resource to you in individualizing course materials for student. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. | Is able to relate well to most of your students. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. | Has talked with at least half of your students with disabilities about vocational plans, jobs, etc. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. | Makes appointments and visits, and meets with you during your most convenient times, whenever possible. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. | Uses tact and good judgment in interacting with you and others you have observed. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. | Listens to another viewpoint and tries to reach agreement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. | Seems to know other staff and appears comfortable in the school. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. | Appears acquainted with community resources and uses them appropriately. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. | Is fair and constructive in criticism. | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. | Offers suggestions for change through proper channels. | 5 | 4 | 3 | 2 | 1 | 0 |
| 16. | Is on time to meetings, conferences, etc. | 5 | 4 | 3 | 2 | 1 | 0 |
| 17. | Promotes good relationships with parents. | 5 | 4 | 3 | 2 | 1 | 0 |
| 18. | Participates in conferences/meetings when requested. | 5 | 4 | 3 | 2 | 1 | 0 |
| 19. | When requested, is willing to supervise class when an emergency arises. | 5 | 4 | 3 | 2 | 1 | 0 |

**Comments:**

# Activities of Vocational Resource Educator in Delivery of Vocational Programming of Students with Disabilities

The purpose of the VRE is to assist in ensuring the vocational success of students with disabilities in regular programs. Major responsibilities are providing assistance for the vocational instructors and serving as liaison with the sending school.

| September | October | November |
|---|---|---|
| • Visit all sending school principals, counselors and special education instructors.<br>• Confirm list of pre-enrolled students with disabilities.<br>• Go over entry level skills and IEP of each student.<br>• Place textbooks in all sending schools.<br>• Begin aptitude testing of 10th grade students with disabilities. | • Individual conference with each student with disabilities.<br>• Individual conference with each vocational instructor.<br>• Vocational instructors inservice.<br>• Mid-quarter progress reports to sending schools.<br>• Advisory comittee meeting. | • First quarter evaluations, conference with student, special education instructor and vocational instructor.<br>• Review IEP, adjust placement if necessary.<br>• Begin work with students with disabilities entering District Vocational Club contests, if assigned this duty. |
| **December** | **January** | **February** |
| • Mid-quarter evaluations and conferences with students and special education instructors. | • Semester reports to special education teachers.<br>• Individual conference with each student, go over IEP, confirm placement for second semester.<br>• Begin pre-employment activities.<br>• Begin Vocational Education Week activities.<br>• Stress participation of students with disabilities in organizations. | • Vocational Education Week Open House-Involve special education students in activities.<br>• Pre-employment training for seniors.<br>• Check names of potential enrollees and returning seniors. |
| **March** | **April** | **May** |
| • General recruitment information sending schools.<br>• Go over Entry Level Skills for all programs with special education instructors.<br>• Tentative list of pre-enrollees.<br>• Update of special populations program to sending school counselors and principals. | • Special Populations Workshop, Vocational Technical School.<br>• Potential students and special education instructors tour building individually.<br>• Textbooks and materials of all vocational programs to special education instructors.<br>• Sending school recruitment.<br>• Vocational Club State Contests. | • Confer with pre-enrolled students with disabilities.<br>• Go over Entry Level Skills for each program with special education instructors.<br>• Highlight specific skills for inclusion in IEP.<br>• Participate in IEP staffings.<br>• Advisory Committee meeting. |
| **June** | **July** | **August** |
| | • Attend MVA.<br>• Place orders for recorded textbooks from Recordings for the Blind. | • Vocational teacher and special populations instructor inservice.<br>• Preschool workshops. |

# Quarterly Activities

## First Quarter

- Meet with vocational teachers to:
  - Communicate regarding students with disabilities and review assessment information;
  - Plan programs and adjustments; and
  - Write vocational components to IEPs, if not done.
- Organize rosters on IEP students by sending school and class.
- Conference with each IEP student to set educational and occupational goals and to encourage participation in student organizations.
- Obtain copies of current IEPs if they are not on file at the vocational school.
- Check out copies of textbooks to sending schools.
- Participate in school board meeting.
- Participate in first quarter parent conferences.
- Hold first advisory committee meeting.
- IEP progress check at end of quarter.

## Second Quarter

- Assist with follow-up of students with disabilities.
- Conduct inservice training session for vocational instructors.
- Career Counseling: discuss interests, work values, decision-making techniques, verbalization of strengths.
- Additional resources as needed for semester exams.
- Begin preparation for National Vocational Education Week.
- Recruiting presentations of vocational education to all 8th graders.
- Assist sending schools with completion of Vocational Assessment Summaries.
- Second Advisory Committee meeting.
- IEP progress check at end of semester.

## Third Quarter

- Participate in Vocational Education Week.
- Third quarter parent conferences.
- Career counseling: review job seeking skills.
- Inservice: special needs personnel.
- Interviews with all prospective vocational special populations.
- Third quarter advisory committee meetings.
- Assistance for sending school special services teachers in planning for remediation of weak entry level skills, as determined during vocational assessment process.
- Arrange visits for students with disabilities who would like to observe specific vocational programs.
- Third quarter IEP update.
- Notify eighth grade students and their parents of vocational training opportunities and requirements.

## Fourth Quarter

- Career Counseling: Plan for summer jobs and/or postsecondary transition.
- Meet with parents of incoming students with disabilities.
- Coordinate placement planning and services for all students with disabilities with Vocational Rehabilitation, Employment Security, etc.
- Semester exams.
- Final IEP progress checks.
- Update skills completed on VIMS competency cards.